



# TOP.....! SCHOOL #4 TRIPS

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Watch maths leap into life

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to boost  
self belief

# GET OUT THERE!

70 DESTINATIONS TO  
INSPIRE AND ENGAGE

teach  
PRIMARY



# BRING LEARNING TO LIFE

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NOW

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# Hello...



**H**ere's a question: how much time do you spend in your classroom? With the pressure on to alter your pupils' trajectory upwards, you'd be forgiven for passing a large chunk of your life within the same four walls...And yet you might be missing a trick. Could the key to engaging Year 4 in local history be the war memorial a six-minute saunter down the road? Might a bombastic zip wire experience glue a new sense of belief to the future of every Year 6?

Because here's the good news: beyond your school gates, learning destinations of all shape, size and specialism are fine tuning their welcome for educational groups, developing exceptional learning offers to help your cohort make real (and lasting) breakthroughs. In this issue we take a whistle-stop tour through some truly brilliant destinations, pausing along the way to unpick a few of the knottiest issues: how to afford outings, make the most of your time out of the classroom, and stretch out the benefits across the term.

So, whether you're looking for a day trip to bring an awkward element of the curriculum to life or a residential to embed a new mindset for learning, this issue has plenty to offer. You'll find maths lessons on four galloping legs (p40) and teachers' most memorable history destinations (p56). We uncover the particular magic of live performance for pupils unaccustomed to theatre trips (p63) and learn what a truly ambitious approach to outings looks like at SLT level (p50).

Most importantly we explore how new experiences can reveal your pupils' superpowers of curiosity, tenacity and imagination, whether they're tackling their climate anxiety or kindling a lifelong passion for the Ancient Egyptians.

Enjoy the journey!

**Anna Blewett**  
Editor



## — The Experts —



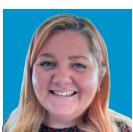
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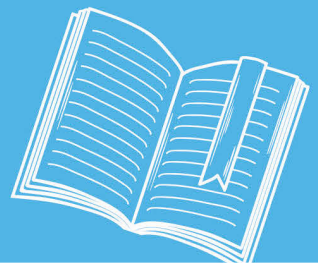
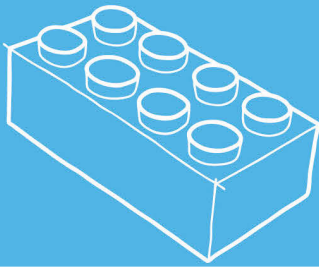
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# GET INSPIRED

From the latest workshops and research to expert advice and topical comment, get your school trip news right here...

## Spanning the gap

*Could offsite learning address attainment issues?*

Schools' appetite for learning and adventure beyond the classroom continues to grow post-pandemic, according to a recent report from the Institute for Outdoor Learning (IOL). While its sector survey found energy costs, staffing shortages, parental spending power and high inflation all impacting on school trips, growth among centre in the outdoor learning space is fuelled by schools keen to make sure those pupils who missed out in 2020 and 2021 can access the benefits.

It comes ahead of findings from the Education Endowment Foundation which show that the pandemic has widened the socio-economic attainment gap. Its research also suggests wellbeing among pupils in Years 2 and 3 is a particular concern for headteachers, many of whom have instigated small-group wellbeing sessions and extra PHSE sessions.

### MORE DETAILS

PGL's Caythorpe Court, Lincolnshire (pictured) is just one of the sites sharing the IOL's vision of outdoor learning as a highly valued form of development and education. Learn more at [outdoor-learning.org](https://www.outdoor-learning.org)



*"Tackling education inequality – and the factors behind it – is the biggest challenge our education system faces"*

– PROFESSOR BECKY FRANCIS, CEO OF THE EDUCATION ENDOWMENT FOUNDATION –

## Get on board!

Forget the destination, sometimes adventure is all about the journey, and so it proves for pupils entering the wild habitats of Norfolk's Broads National Park by train. Pupils from Oulton Broad Primary School accessing grazing marshes, rivers and drainage dykes via the Wherry and Bittern lines that connect Norwich, Great Yarmouth and Lowestoft report glimpses of Chinese water deer, buzzard, kestrel, marsh harrier and iconic drainage mills dotted across the landscape. "The children now have a real enthusiasm and excitement for their local area, and an appreciation of where they live as being special," says teacher Erin Wilton. "Learning in a different environment, getting them outdoors, on a long walk and on the train has really enriched their school experience." Plans to invite more primary pupils aboard are coming down the track, but in the meantime schools can book their adventure at [wherrylines.com](https://www.wherrylines.com)



© Tom Barrett





## Aaaaand action!

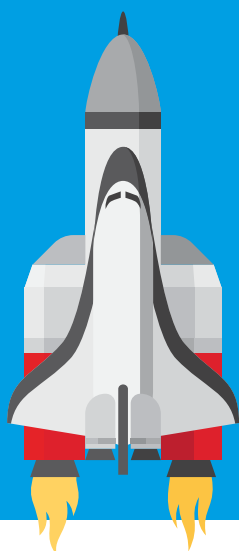
Newly refurbished thanks to Historic England funding, one of the world's oldest operational cinemas has opened its doors to school parties. The Electric Palace in Harwich, Essex, is bringing cinema alive for school groups. From workshops and talks on the history of film making to animations workshops, the venue has something for every budget and age group. The Arts Award-certified centre can share insights into the creative and technical roles in cinema, offer visiting parties the chance to watch a showcase of their own work up on the historic silver screen, or just enjoy an end-of-term film in the cinema's Edwardian opulence. Learn more at [electricpalace.com](http://electricpalace.com)

## Grant alert!

Want to take students' learning outdoors but need a helping hand with financing? The EVOLVEAdvice Get Out! grant could help. Open to UK primary schools, secondaries and charities, the £500 grant is awarded each month for a which can be used for specialist training, the purchase of equipment, travel costs or learning resources – all with the goal of getting children out and about. A recent successful bid allowed an infant school to take a train to the beach to support learning around The Secret of Black Rock – the text Year 2 have been exploring together. Find out more at [evolveadvice.co.uk/grants](http://evolveadvice.co.uk/grants)

## LAST CALL FOR SPACE

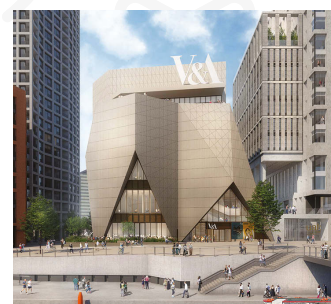
The Science Museum's bombastic Science Fiction show finishes 4th May, so run don't walk to the last days of this immersive experience for Y4s and older. The exciting jump into hyperspace brings has been designed to support engagement in a number of subjects and topics, from gathering evidence and research in science to storytelling and creative writing for media studies and English literature. [Sciencemuseum.org](http://Sciencemuseum.org)



## Sharing the wealth

*V&A East launches outreach programme in East London*

Learning facilities at the V&A's East Museum and Storehouse are still many months from completion, but in the meantime schools in the local area can welcome some impressive artefacts from national collections into their own schools. V&A East in Schools is a major new engagement programme that introduces multiple objects including a West African cast gold badge, a 'Free Zulu' pendant made by inmates in Louisiana State Penitentiary in 2014, and a 17th-century silver scent pomander. "Objects are glorious," says V&A East director Gus Casely-Hayford. "I have spent my life dedicated to promoting and protecting them, but they are always made richer when animated



by people's love and passion. That is the driver of our V&A East schools programme, to take small numbers of truly special objects out to the schools of East London. Students will have the unique experience to engage with museum objects up close and have their voices heard as we discuss the rich global stories behind the objects. We want to share our love for what we do, and for what is coming in our two new sites, so that local young people feel a part of V&A East and be among some of our first ever visitors when we open in 2024." Book [engagement@vam.ac.uk](mailto:engagement@vam.ac.uk)

## NEWS IN BRIEF

### SCREEN SAVERS

Football pundit Gary Neville and chef Tom Kerridge have joined the Outward Bound Trust to campaign for more green time and less screen time for children. "Getting outdoors and enjoying physical activity is crucial for children," says Gary. "Those experiences can be life shaping and set up future success." Learn more at [outwardbound.org.uk](http://outwardbound.org.uk)

### TO THE MOUNTAINS

This spring the doors open on a £1.5m refurbishment of The Towers in Snowdonia, a much-loved outdoor learning destination that's the third property in the



Active Learning Group's (ALC) portfolio. "This is an exceptional facility in the most picturesque part of Snowdonia National Park, offering a mountainous playground unlike any other for our young people to

explore and enjoy," says Pat Milston, ALC's managing director. Visit [activelearningcentres.co.uk](http://activelearningcentres.co.uk).

### A 360° VIEW

Send your pupils' engagement sky high this spring and summer with a gavity-defying-learning session at 450ft in the Brighton i360 glass viewing pod. Educational experiences for Key Stage 1 and 2 students are accompanied by lesson plans and curriculum-based activity sheets for the day of the trip, and worksheets and learning resources to use back in the classroom. Visit [Brightoni360.co.uk](http://Brightoni360.co.uk)



# Trips that bring farming to life

Switch classroom for countryside and a day that will engage and inspire, with themes tailored to all ages

**9:30am**

Enjoy a warm welcome and briefing on your itinerary, whether you focus on new life on the farm, the farm-to-fork journey, harnessing technology to farm for the future or follow a day in the life of a farmer.

**10:00am**

Embark on your hands-on experience – depending on the age of your group and when you visit, this could be planting trees and seeds, picking potatoes, a farm trailer ride, touring the anaerobic digestion plant or even meeting Santa!

**1:00pm**

After lunch, younger children can enjoy a tour of our large and small animal zones, while older groups can take a classroom-based Q&A session with Farmer Richard or Farmer Ray on the topic of your choice.

**1:30pm**

Our play barns house almost 2km of undercover play space and we've also got acres of outdoor adventure play. All ages are encouraged to let off steam and enjoy some time to play before heading home.

[www.playatthefarm.co.uk/learn](http://www.playatthefarm.co.uk/learn) T:01785 907440 E: [learn@lowerdraytonfarm.co.uk](mailto:learn@lowerdraytonfarm.co.uk)

PARTNER CONTENT



## { BEFORE YOU GO }

### ASK

The team at Lower Drayton Farm will be happy to discuss topics that support your curriculum focus.

### READ

Lower Drayton Farm's website is a great guide to the activities onsite available for school groups throughout the year.

### TALK ABOUT

A trip is the perfect starting point for discussions around farming, its role in food production, conservation and climate change.

# LEARN @

Lower Drayton Farm

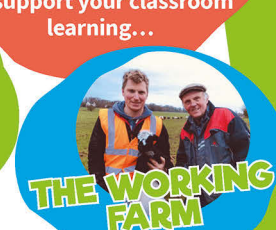


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## 10 OF THE BEST

# INSPIRING IDEAS

Pack adventure and discoveries into your learning beyond the classroom, with these great options for your school group...

## 1 LEGOLAND

The LEGOLAND Windsor Resort is the ultimate destination for a school visit with over 55 rides and attractions, set in 150 acres of beautiful parkland. Its dedicated education team hosts 12 workshops supporting the national curriculum for KS1 to 4, and from English to geography, history and STEM utilising the world's finest educational play material: Lego! After the workshop pupils can explore the Resort, putting the theory they've learnt into practice. From only £9.50\* per pupil, there's a whole LEGO world of playful fun and learning to discover. \*Prices are subject to availability and key stage.

To book your trip visit [www.LEGOLAND.co.uk/Schools](http://www.LEGOLAND.co.uk/Schools)



## 2 Teach Rex

Bring the wonder into your school with an immersive learning experience to really spark pupils' imagination. The team at Teach Rex use current Ofsted guidelines, the curriculum and their experience in teaching to create the optimal environment for learning...but the real stars of the show? A cast of dragons, dinosaurs and big gorilla called Thomas who build extraordinary connections with year groups from EYFS to Year 6. Alongside workshops, Teach Rex provides a range of materials designed to connect this experience to learning in science, English and IT and support further learning once the team have left your school.

For more information email [educate@teachrex.co.uk](mailto:educate@teachrex.co.uk) or visit [www.teachrex.co.uk](http://www.teachrex.co.uk)





### 3 Lymley Wood

Lymley Wood CIC in East Sussex is an adventure woodland centre providing exciting school day trips and residential camps for all ages, and in particular children with SEND. Based in a stunning private woodland that hosts just one school at a time, the centre has an inclusive family ethos, where children can connect with nature, each other and themselves. Activities include adventure playground, archery, bushcraft, nature-based learning, team challenges and high ropes. This eco camping venue is much beloved by previous visitors, and children can expect a really memorable time.

For more information visit [lymleywood.co.uk](http://lymleywood.co.uk) or email [enquiries@lymleywood.co.uk](mailto:enquiries@lymleywood.co.uk)

### 4 Calvert Trust Exmoor

Calvert Trust Exmoor offers a unique opportunity for students of any age and any disability to experience exciting, challenging and enjoyable adventure activities in a safe, accessible environment. On a residential break, children can overcome challenges, build confidence and enrich their lives through improved self-esteem and a sense of achievement. The Trust also promotes physical activity, helps with social interaction and gives pupils and staff a shared point of reference that can aid engagement when back in the classroom. It works with numerous UK educational establishments, both specialist and mainstream, and can tailor breaks to meet your needs.

For details, call 01598 763 221 or visit [www.calvertexmoor.org.uk](http://www.calvertexmoor.org.uk)



#### DID YOU KNOW?

Calvert Trust Exmoor is a five-star accredited activity centre, located in an area of outstanding natural beauty on the edge of Exmoor National Park.



#### WOODEN WONDER

Visitors to the museum can view the prototype of the De Havilland Mosquito – one of the most remarkable combat aircraft of World War 2.

### 5 De Havilland Aircraft Museum

Capture and keep the attention of your pupils with a visit to one of the country's premier aviation museums, where the emphasis is not only on historic aircraft but also on the vast contribution manufacturer de Havilland Aircraft Company made to the South Herts scene. Situated at Salisbury Hall, London Colney, just off J22 of the M25, it offers a specially tailored experience for students from the age of four upwards through its collection of more than 20 de Havilland aircraft – they can even sit in some – and range of engines.

For more information, visit [www.dehavillandmuseum.co.uk](http://www.dehavillandmuseum.co.uk) or call 01727 826 400 (24hr).





© Harvey Mills Photography

## 6 Winchester Science Centre

Experiences for schools are out-of-this-world with Winchester Science Centre. Join up for the 'ultimate STEM school trip': pick one of six curriculum-linked workshops and the team will do the rest. Your group can enjoy a planetarium show and lots of time with the interactive exhibits. Don't want the fun stop? Sleep over among the exhibits and wake up to a planetarium show!

And if you can't make it to the Science Centre? You can bring the magic of the stars to your school with its mobile planetarium, or experience hands-on workshops and a fun-filled assembly with the 'ultimate STEM school takeout'.

To find out more email [education@winchestersciencecentre.org](mailto:education@winchestersciencecentre.org) or visit [winchestersciencecentre.org](http://winchestersciencecentre.org).



### SEN SUPPORT

Making trips a regular part of school life provides frequent opportunities for all children to develop their confidence and social skills.

## 7 The Council for Learning Outside the Classroom

Taking learning outside the classroom offers a multitude of benefits for pupils of all abilities – it helps to motivate them, raises attainment and reduces poor behaviour. It's especially valuable to pupils who are hard to reach or who do not respond well to traditional teaching methods, for whatever reason. Children with additional needs often learn best through doing, and school trips can provide them with real-life experiences that can help them lead an independent or semi-independent life in adulthood.

To find out more, get in touch with CLoTC, a national charity that champions all forms of learning outside the classroom. Visit [www.lotc.org.uk](http://www.lotc.org.uk)





## 8 Jump In

Group visits are a great way to get your students out of the classroom and into an environment where they can learn more about themselves. Jump In offers a variety of school visit options including sessions linked to key stage learning, PE or fitness sessions, rewards and fun trips, leaver parties and team-building experiences. Jump In offers a safe space for kids to enjoy a jump session while learning new skills that will help them succeed academically as well as socially. It's exercise in disguise! For larger groups, exclusive hire of the parks starts from just £500.

For more information please visit [www.gojumpin.com/school-trips-lotc-activities](http://www.gojumpin.com/school-trips-lotc-activities) or email [schools@gojumpin.com](mailto:schools@gojumpin.com)

## 9 Forestry England

Inspire your class to become the next generation of tree scientists, foresters and wildlife rangers. Join Forestry England for a visit and enjoy hands-on learning filled with adventure and discovery. Reap the benefits of outdoor learning, to reduce stress, boost confidence and improve relationships while taking part in curriculum linked, meaningful activities. No matter the age or ability, there's something for everyone with forests across the whole of England. Engage your children with guided and self-guided visits and extend the life of your trip with free, downloadable resources.

For more information visit [www.forestryengland.uk/learning](http://www.forestryengland.uk/learning)



## 10 Edsential

With four centres across North Wales and Cheshire, Conway Centres have the perfect locations for schools to come together and make life-long memories. Whether children are visiting the cosy forest-based Delamere centre for their first residential, stepping back in time to the Iron Age era at Burwardsley, combining arts with adventure at Tattenhall or canoeing on the private dock at the Anglesey centre, there's something to inspire everyone at Conway Centres. Children will enjoy progressing through the different centres and experiencing new activities, with the comfort that they know the centres, the experienced onsite staff and how Conway Centres works.

For more information visit [www.conwaycentres.co.uk](http://www.conwaycentres.co.uk) or email [conwaycentres@edsential.co.uk](mailto:conwaycentres@edsential.co.uk)





# Heal the FEAR

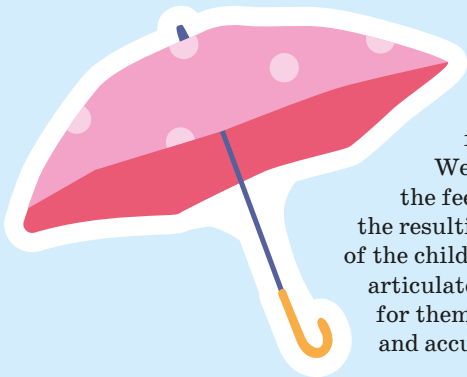
Anxieties can cloud any child's experience, but there are ways to help them spot the silver linings. Here's how...

## Be prepared

"As a school supporting children with a high level of emotional need, we've always been aware of particular children who need preparing for activities out of the ordinary," says Alexandra Ladbury, head at Park Lane Primary School in Nuneaton ([griffinschoolstrust.org](http://griffinschoolstrust.org)). "Support for those children is individual to their needs, but the preparation is relatively simple. Firstly we

anticipate how a child may feel about the imminent situation, and acknowledge those feelings with them.

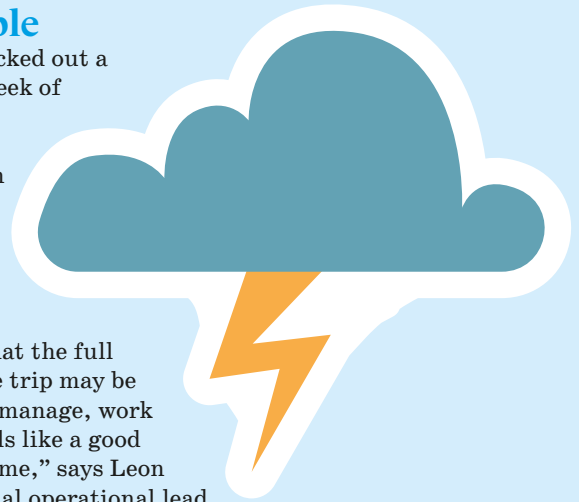
We try to identifying what the feelings are, and what the resulting physical response of the child might be, so they can articulate to us what is going on for them more easily and accurately."



## Be flexible

So you've picked out a bombastic week of activities to stretch your Yr 6s but can everyone make it?

"If home and school are both concerned that the full length of the trip may be too much to manage, work out what feels like a good amount of time," says Leon Elias, national operational lead at family support body PAC-UK ([pac-uk.org](http://pac-uk.org)). "If it's possible, choose time towards the end of the trip so the child can finish the trip with his or her peers and has the chance to succeed."



## Don't force it

"It can be helpful for the child to know from the outset of preparation and class work on the trip that there is no pressure to go," says Leon. "It's important to make it clear that we believe the child can do it, but if when it comes to the day of the trip they don't feel able to go, there's no pressure."

Alexandra agrees. "We try to encourage all children to take part, but we don't force them.

If someone's not ready despite support from us and parents to go, then they are not compelled to go, but a lot of effort is given to giving them every reason to go before we get to that point. To force the issue could more damaging in the long term than supporting them for next time."



## Facilitate discussion

"If a child is showing sign of worry that's a little red flag," says fear and phobia expert Lauren Rosenberg ([fear-busters.com](http://fear-busters.com)) "It can take a lot for a child to speak up and say 'I feel scared; I feel like I'm going to be sick.' It's easy to say 'Oh you'll be fine,' but we have to really take the time to listen. It doesn't mean there's going to be a big problem; they just need a little help." Listening is a first step. "I often ask children I work with to draw or write out their worries," says educational psychologist Dr. Michele McDowell. "Or we use sentence starters like: when on the trip I might be worried about..... and they fill in the rest."







## Bond your class

For Marianne Rikallah, a music

therapist who works in and alongside primary schools (northlondonmusictherapy.com), there's scope to invest time developing your 'proto-family unit' before you go. "A certain amount of experiential learning takes place on the school trip, and it's about identifying the right member of staff for a child to

talk to whenever they feel worried, with the staff creating a safe and trusting space," she suggests. "It might also help to model some practice group working in class before the trip, mixing up children who wouldn't usually work with each other."

## Equip pupils

Did you spot Boy George 'tapping', a technique to sooth the nervous system, on the last series of *I'm a Celebrity*? At 1am on a noisy Yr 6 residential you may consider trying it yourself, but it's also a valuable component of pupils' emotional toolkit. When anxiety strikes "It's important that adults don't negate the feelings by saying things like 'Don't worry'," says educational psychologist Dr. Michele McDowell "but empower children with solutions. A few simple techniques like EFT tapping or taking using breath work can help. Also a helpful resource I often recommend is *When My Worries Get Too Big! A Relaxation Book for Children Who Live with Anxiety* by Kari Dunn Buron and Mitzi Curtis."



## Draw a timetable

All pupils will benefit from clear expectations around the trip, but those with additional anxieties even more so. "Helping the child to feel prepared with a clear and structured plan of the trip can help alleviate anxieties about the unknown," says Leon. "A timetable of the trip should be provided and could start and end at home, with the rest of the trip broken down into 30-minute sections – the more visual the better."



## Address parents' worries

"We haven't found a significant increase in the levels of support we have to give to children around trips," says Alexandra. "However we have found a need to prepare parents more! Recently parents ask more detailed questions, seem more anxious about the activities their children will be involved in and warn us of areas they think their children will have anxieties about. In reality, we tend to find parents have transferred their anxiety to the children, who are actually well-equipped to manage, even if this sometimes requires a little discussion first. What this means is more detailed and clearer information to parents about the trips and what they involve, which usually results in an increased level of reassurance for parents verbally."



**"We acknowledge pupils' worries but don't dwell on them, encouraging the children to reframe their thinking. It's helpful to celebrate the success of a completed challenge and reflect what they have achieved despite their own doubts and worries."**

Alexandra Ladbury, head at  
ark Lane Primary School in Nuneaton



They will take away far more than just  
**FANTASTIC**  
*memories...*



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to find out how we could give your students the best school residential experience.



*Dive in to your  
next residential*



## 6 THINGS TO DO AT...



# Conway Centres

Need some inspiration? You don't have to travel far for your next adventure...

## DID YOU KNOW...

With four locations across Cheshire and North Wales, Conway Centres has a unique residential experience for everyone to enjoy.

## 1 Discover Delamere Forest

Conway Centres: Delamere in the heart of Delamere Forest is the perfect place to enjoy the unique surroundings. You'll be instantly immersed in diverse natural habitats where children will engage in structured curriculum-linked activities for a truly meaningful learning experience. Students will discover and learn all about the wider environment that they share with the animals, plants, rivers and mosses of Delamere Forest. Perfect for a day destination for Year 1 or overnight stay for Year 2.

## 2 Travel back to the Iron Age

Known for its full-size replica roundhouse (pictured), Conway Centres: Burwardsley is the perfect place for pupils and staff alike to be transported back to the Iron Age era. By stepping back in time at the roundhouse, making clay pots and taking part in an archaeological dig, children will enjoy learning about the history of Iron Age culture, art, and farming. Perfect to support Year 3 students with their history curriculum.

## 3 Bag curriculum wins at Tattenhall

Using the natural beauty of the landscape surrounding Conway Centres: Tattenhall, the Earth Summit residential supports the sustainability and climate change curriculum and



enables learners to understand how human actions have consequences for our planet. Pupils will tackle climate change, consumables and conservation through art, dance, drama and music workshops. With Q&A sessions from leading practitioners, activities develop pupils' knowledge and understanding of sustainability through positive action.

## 4 Celebrate diverse cultures

Led by a range of renowned and multi-cultural professional artists, the Arts Education in a Multi-cultural Society (AEMS) residential celebrates cultural diversity in the arts. Whether children are writing lyrics and performing a beatboxing song with a championship beatboxer, learning the history and moves of Brazilian capoeira, or being transported back in time and creating beautiful Celtic art pieces, they will be fully immersed in cultural celebrations. Perfect to develop KS2 arts learning.

## 5 Beat SATs pressure

Prepare your Year 6s for their SATs with a unique residential focused on combining adventure activities



and mental wellbeing coaching to support students with exam pressure. Together students will step out of their normal world and into a new natural environment where they will enjoy building resilience and will learn new techniques to help them overcome the challenges that impact their mental health and wellbeing.

## 6 Prepare for transitions

Transitioning to secondary school can be exciting but daunting, which is why Conway Centres: Anglesey has created a programme to support children and young people. Whether you coordinate with your local secondary school, your multi academy trust or choose to just bring your Year 6s, this residential is purposefully run in the winter months to encourage children to thrive in their natural environment. The trip will support students to build resilience and develop their self-esteem – ready for their last year of primary school and their move to secondary.





# Across SHIFTING SANDS

Should educational offers keep up with ever-changing policy?  
They can and must, says **Lauren Francis**...

**W**ith the constantly changing landscape of educational policy, schools need to be mindful when selecting venues for meaningful school trips. Venues also need to be proactive with regards to their educational offering to ensure it's relevant and exciting, allowing class leaders to book their outing with confidence. They need to know their pupils will engage with activities that will support and enhance their learning, both on the trip and when they return to school.

## **A moving target**

Educational policy tends to shift around a year after a new prime minister comes into power. Once there's a new education secretary in place it takes a little time before a new policy is implemented to allow schools to make the necessary changes and undertake any training required regarding the new scheme. This is the time when a venue can reflect on their current educational offering, identifying any areas for improvement or components that may be no longer relevant following the changes, and focusing on what have been the most effective elements of their

educational provision. This encourages educational teams at attractions to start thinking of ways to improve their products *prior* to the implementation of the new policies so they can act proactively, rather than reactively. This in turn puts venues in good stead for when the official recommendations and changes are implemented.

When new educational policy arises, curriculum changes tend to be the most straightforward. The national curriculum never truly changes the core content,

rather it reorganises the structure and importance of the topics.

## **Continuity candidates**

Creating an adaptable educational offering is one way an educational venue can ensure schools can access relevant talks, workshops, and sessions without having to constantly change and update any existing resources. Throughout my time as a teacher, I discovered changes to educational policy or procedures tended to be cyclical in nature. Schemes that were popular when I started my PGCE had lost vigour by the time I ended my NQT year, but had come back to the forefront of the educational zeitgeist when I was leaving the profession. By looking at how educational policy has shifted over the last five







years, educational trip venues can create long-lasting products that can be easily adapted for years to come.

For example, poetry has been a topic with varying importance within the Key Stage 2 curriculum through the various iterations of the national curriculum. A few years ago, Cadbury World introduced a poetry workshop as a trial to provide a new interactive session for KS2 English pupils to explore the facets of their creativity after being inspired by their visit to the Cadbury World attraction. Whilst schools found the session engaging, we discovered it was a little too niche for this age group as there wasn't a clear emphasis on the study of poetry within the English framework. It was considered to be more of an optional unit for classes if time and scope allowed. We recognised this and reworked the idea into our creative language workshop, which expands the skills pupils need to utilise through different forms of

persuasive writing including

an element of poetry writing. This restructure has given us greater freedom when delivering the session to schools, and a chance to further tailor our educational workshops to a school's unique requirements. By creating a broader content range for the session, we can liaise with teachers to ascertain the focus they are looking to support with their school trip. This can then become the core element of the session without having to completely revise the original offering.

### Pitch perfect

While the national curriculum is a good guideline to what a venue could offer a school in terms of educational sessions, some of the elements of the framework are up for interpretation by the individual school. That's where looking at the various bodies offering schemes of work and curriculum plans for Key Stages 1 and 2 can be beneficial.

Studying popular plans from educational bodies can give some guidance in which elements of the national curriculum a venue can tailor their product around. For example, the IPC framework has a chocolate-themed unit for their Year 3 and 4 scheme of work, meaning that we could adjust some of our existing educational sessions slightly to better cater to those schools enrolled in this project. We are able to offer a multitude of educational sessions that cater to this scheme without having to go back to the drawing board while ensuring we are offering tailored, curriculum-focused talks and workshops for all.

Many venues will find policies regarding the planning of school trips tend to stay fairly constant and in line with general health and safety policies for public attractions. Routinely liaising with the Learning Outside the Classroom team, and ensuring any certifications are up to date, is an easy way to ensure venues are suitable for school groups and align with learners' needs during an educational visit.

While it can take a lot to keep a venue or education offer relevant with regard to changing policies, mindful reflection and timely planning can negate the stress of unexpected changes and allow teams to create experiences that will enhance pupils learning and create lasting memories.



*Lauren Francis is education programme development coordinator at Cadbury World*

 @CadburyWorld

 cadburyworld.co.uk

## ARE VENUES MEETING THE NEEDS OF YOUR WHOLE CLASS?

Content is key but accessibility also needs to be at the forefront of everything. Many attractions and venues offering educational workshops and talks tend to try and cater to the mass audience.

Meeting the additional needs of learners and providing activities suitable for them are core tenets of the Learning Outside the Classroom badge, however, there are elements of accessibility support that can be overlooked when creating educational sessions with a broad spectrum of appeal

Creating a dynamic and visually engaging product can lead to accessibility issues for those with additional learning needs. Whilst the sessions need to have a broad appeal to cater to the volume of visitors, maintaining a strong focus on accessibility and staff training on how to support those with additional needs can make the difference to someone's visit.

Destinations must be mindful of how a presentation can look from different vantage points in a room and how the sound carries throughout the space. Obtaining different perspectives on how a visual can be perceived is an incredibly useful exercise.

Supporting and accepting those with additional needs naturally supports those around them, both staff and students, creating a more welcoming and engaging session for all involved and an experience both staff and students will keep with them forever.

*“Changes to educational policy tend to be cyclical; schemes that were popular when I started my PGCE had lost vigour by the time I ended my NQT year”*









## LEARNING JOURNEYS

### Session 1 – The Maya talk

Pupils will be introduced to the great city of Chichen Itza and discover the Mayan myths and legends about how humans were created. They will also see real-life cocoa pods filled with the cocoa beans that were so valuable to the Maya around AD 900, as well as the wooden whisk they used to make their favourite chocolate drink, xocoatl.

### Session 2 – NEW Creative Language Workshop

Pupils will utilise their knowledge of language to create a persuasive advertisement for a product of their own design. They will look at past adverts and discover ways to describe and persuade viewers to desire their product. They will work in teams to create the most engaging tagline and use descriptive verbs and adjectives to convince the rest of their class their product is the best.

### Session 3 – Design and Technology Workshop

Pupils will discover the fascinating process by which Cadbury develops new chocolate bars and learn how both wrappers and advertisements are linked to the design of each bar. They'll also take a closer look at Cadbury's packaging and how it's evolved over the past 100 years, work in small groups to design their own wrapper, and see real-life chocolate moulds used in the Cadbury factory at Bournville.

## WE LOVE TO LEARN

# It's choc-full of discovery!

Explore history, design and much more with a day out at Cadbury World

With over 32 years' experience and more than 2,000 school groups attending each year, Cadbury World offers unique educational trips that provide a fascinating insight into the nation's favourite chocolate brand. There's an assortment of interactive chocolatey zones to explore and a variety of informative curriculum-linked talks and workshops, including Bean to Bar, the Maya, and Design and Technology.

The one-hour talks and workshops complement your group's day out perfectly, expanding pupils' knowledge on a range of topics. Self-guided tours are also available, currently priced from just £9.20 per pupil, with one adult admitted free for every eight children. All of this makes Cadbury World the perfect day out for schools. To find out more and to book, visit the website quoted below.

## CURRICULUM LINKS



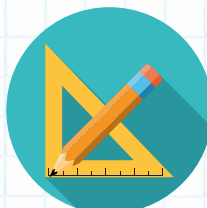
### HISTORY

In Bull Street, the Cadbury Story and the Bournville Experience zones, uncover the philanthropy of the Cadbury family, and how their beliefs created a holistic approach to industry.



### GEOGRAPHY

Explore the Aztec jungle and uncover the journey of the cocoa bean all the way from South America to Europe and into the heart of Victorian England.



### D&T

Throughout the tour, discover how the manufacture of chocolate has changed since Cadbury made its first bar, and how chocolatiers made chocolate by hand in the past.

[www.cadburyworld.co.uk](http://www.cadburyworld.co.uk)





# Bringing it HOME

Wish you could bottle that school trip excitement? Grab available learning resources with both hands, and you'll keep the magic alive says **Jodie Greene**

**H**ave you ever been on a fantastic school trip where the kids are buzzing, everyone learnt lots...and then the next day when you come to talk about it no one can remember anything? Or worse, their highlight was their lunch, with everything else forgotten?

I know the scenario all too well. I remember a particular trip I took my class on: I spent ages looking for the perfect destination, did my pre-visit and knew exactly how I wanted the day to go. I spent a lifetime getting permission slips back (that deserves a whole article of its own!) and

than the study topic itself. Being outside in a natural environment, in fresh air, is so beneficial for all our health, both physically and mentally. Taking part in real hands-on activities is great for encouraging problem solving, communication and building friendships. We all also know children who

planning is and how a great trip is a satisfying reward for all the hard work. That's where the learning resources available at various trip venues come in. If you're not tapping into them already, they could be a great source of support.

## Making the most

Of course, after a trip teachers (and children) need resources with relevant learning outcomes...but also materials that excite and inspire them to continue that learning. At Forestry England we've been working on just that. Visits to the nation's forests are a popular choice; a guided or self-guided trip is a great way to reap all the benefits of being in nature but we also know the value of free, downloadable resources. Our resources for primary-aged pupils are linked to some of our most popular activities, such as our Superworm trail, and can be downloaded and used back in the classroom to harness that excitement post trip. We've also worked up separate lesson plans and activity sheets linking to the curriculum that can be used in any outdoor space. Or if you can't get outside,

*"I felt utterly deflated, and I spent hours creating resources for my class to work with after the trip, trying to keep the magic alive"*

finally we were ready to go. The trip itself was lovely, albeit a bit stressful (anyone who manages children and parents outside of school deserves a medal). The children learnt loads, had a great time and we all got back in one piece. But the next day it was like we'd never been; the excitement of the trip had vanished, never to return, and I felt utterly deflated. I spent hours creating resources for my class to work with after the trip, trying to keep the magic alive. I thought then 'surely there must be an easier way?'

## Stretching the benefits

The benefits of a school trip are so much wider

struggle with day-to-day learning, bouncing off the walls whilst you scramble to find ways to inspire and engage them. For them, trips are even more important. What would be great for these children is to stretch out the positive effects of the trip, keep their engagement and honouring their needs.

So what's out there? As teachers, we want the best for our children and to make the most out of every learning opportunity. What I would have loved were some resources my kids could have used back in the classroom: something to keep the excitement alive but also revisit the learning. And something I didn't have to spend hours trying to create myself. I remember how time-consuming



some that you can just use in the classroom too. We've designed our geography lesson plan to be utilised before, during and after a trip: the perfect way to make a teacher's life that little bit easier.

Whilst our resources, and those supplied by other local school trip providers, are aimed towards a school visit to a specific location, you could also use them in your local woodland or park. With the current economic climate being what it is, I'm all too aware that many schools won't have the capacity or the finances to go on school trips. The beautiful thing about free nature-focussed resources like ours is that they can be used anywhere outdoors. You could take your class on a local walk or even around the school grounds. There are plenty of ways to use them that still offer fun and interesting learning opportunities, whether to build wonderful connections with nature, encourage children to share their experiences and bring the outside back into your classroom and utilise

beauty of nature without needing to go anywhere.

Most resources can also be re-purposed and used in other year groups or even in school clubs. As a teacher you can hang on to them, knowing that they'll stay current, which makes them shareable with your colleagues and any nature clubs you might have.

Being a teacher is hard; we all want to make that magical learning experience much more than a distant memory once the children are back at school. It's difficult to understand until you've been there, but I know that important element of continuing the magic from a trip can take a lot of work once back in the classroom. Make sure you grab every resource you can to help you and your class; free resources do the hard work so you don't have to (for a day at least)!

## VISITING LOCAL WOODLAND

**1. GET FAMILIARISED.** Whether you're going to your local woods or further afield, a pre-site visit is a must. You'll want to feel confidence that on arriving with a gaggle of 30 kids you know exactly where you're going. Forestry England has a sample risk assessment to help with your planning.

**2. FIND THE PERFECT SPOT.** Decide what you want to get out of your visit and plan around that. Maybe you want to go on a walk first and foremost, or you want to focus more on spotting wildlife? Either way, plan accordingly and remember to identify a great place for lunch and the nearest loos!.


**3. MAKE SURE ALL YOUR CHILDREN ENGAGE.** To keep children together as a group and engaged it's important to give them something to do. Will they have a checklist for their walk? Will they use a spotter sheet? Could they write down describing words as they go along?

**4. KEEP IT SIMPLE.** Yes, we all want our children to do some great learning on a school trip but sometimes giving them a chance to reconnect with nature, to de-stress and have fun is more than enough.

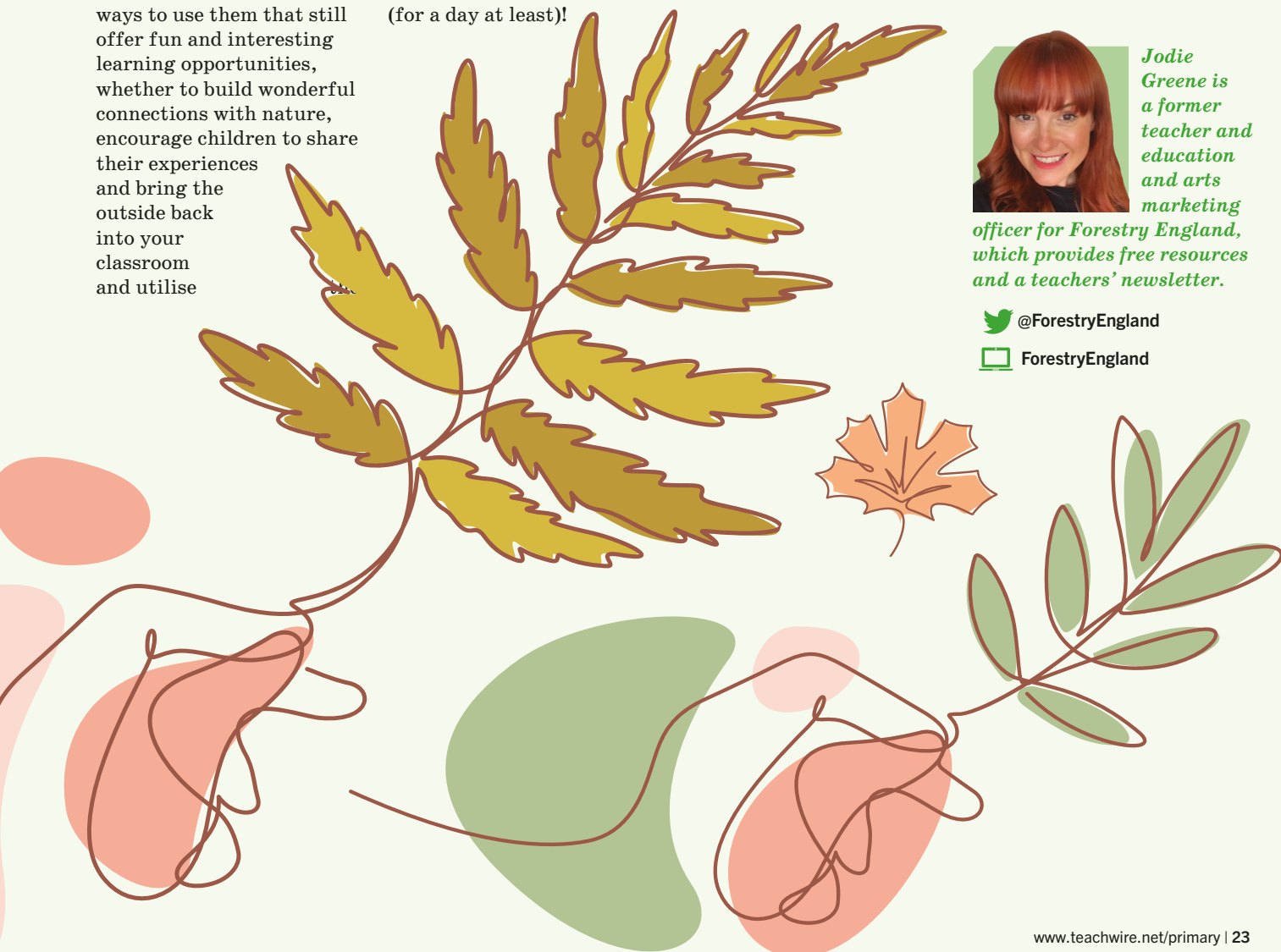
**5. FORAGE MATERIALS TO CONTINUE THE LEARNING.** Make sure you take some natural bits of the woodland back to school with you. Fallen leaves, pine cones and sticks can be used for displays, for further learning or for some beautiful artwork!



*Jodie Greene is a former teacher and education and arts marketing officer for Forestry England, which provides free resources and a teachers' newsletter.*

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Forestry England

# A classroom with no walls

Enjoy Forestry England's  
brand-new resource,  
Ranger in a Bag.

With everything you need for  
a fun-filled forest adventure,  
all zipped up into a handy  
backpack.

Inspire and engage children as  
they take on the role of a trainee  
forester, ecologist and more, all  
with clear learning outcomes  
linked to the curriculum.

Take your class to one of  
the nation's forests and  
reconnect with nature.  
Experience a self-guided  
visit that's fun, adventurous  
and memorable.

For more information please visit  
[forestryengland.uk/ranger-bag](https://forestryengland.uk/ranger-bag)  
and find a forest near you.







## LEARNING JOURNEYS

### Ranger in a Bag

This brand-new learning resource is the perfect tool for a self-guided visit. Ranger in a Bag is suitable for preschool and primary-aged children and has everything you need for a fun-filled forest adventure, all zipped up in a handy rucksack. The bags are based around a role/career in Forestry England with clear learning outcomes that link to the national curriculum.

### Self-guided visits

Forests are natural classrooms – the perfect place for hands-on learning. Take your class on a self-guided visit and the time is yours, allowing for free play, exploration and child-led discoveries. The forest is also the perfect setting for role-play and scenarios, a fantastic way to encourage creativity and inspire their minds. Free downloadable resources can also extend the life of your trip.

### Guided visits

If a self-guided visit is not for you, Forestry England has a variety of guided visits on offer across its forests. These range from bushcraft to forest ecology, and learning about forests and climate change. Whatever the session, these hand-on activities led by Forestry England staff, or third-party providers excite and engage your students. Head to the website to discover what's on offer at a forest near you.

## WE LOVE TO LEARN

# A classroom with no walls

Reconnect with nature in a fun-filled forest adventure for every child...

The nation's forests are the perfect place for a school trip. The benefits of children learning outside are well known: it can reduce stress, improve emotional well-being, build resilience, and boost self confidence. A forest visit allows for all this and much more, while offering a valuable learning experience. With forests all over England there is an opportunity

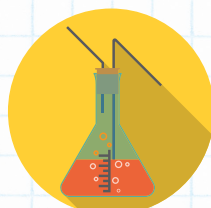
for every school to get involved. Forestry England offers plenty of free downloadable activity ideas to help you plan your perfect class visit. With its great ideas for EYFS, and key stages 1 and 2, you'll find everything you need to help your pupils to reconnect with nature and build long lasting friendships in a stimulating but low-stress environment.

## CURRICULUM LINKS



### GEOGRAPHY

Learn about native woodlands within the temperate forest biome using the geography lesson plan, or study maps and the physical and human processes that shape our environment.



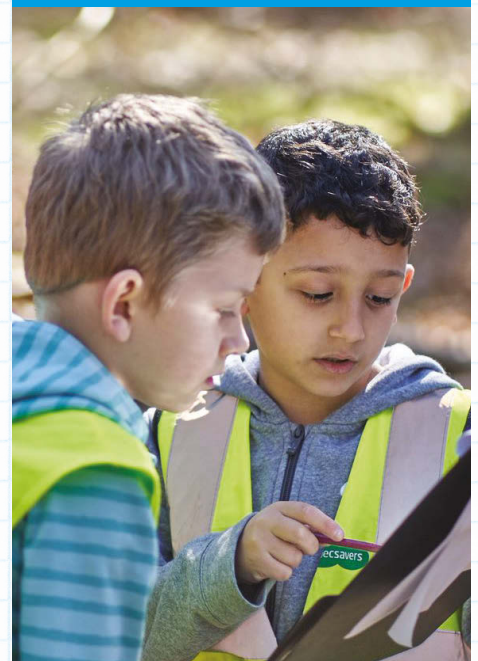
### SCIENCE

Learn about our native British trees and how important they are for both people and wildlife. Find out all about the forest cycle, woodland habitats and some fascinating real-life experiences.



### PSHE

Help the children in your class develop an appreciation and understanding of the world around us. Reconnect, build relationships and inspire children within a beautiful forest setting.







# FOR THE THRILL OF LEARNING



023 8081 4442  
[education@paultons.co.uk](mailto:education@paultons.co.uk)

@paultonseducate  
[paultonspark.co.uk/education](http://paultonspark.co.uk/education)



## 6 THINGS TO DO AT...

# Paultons Park



With over 70 rides and attractions, beautiful gardens and birds and animals galore, there's plenty to keep any class entertained

## GOOD TO KNOW...

Paultons Park's 'no visit, no charge' policy invoices after the trip takes place!

## 1 Head into Tornado Springs

Set in a 1950s American town, Tornado Springs boasts eight exciting rides and attractions. The Storm Chaser rollercoaster is sure to have your class in the spin while the exhilarating Cyclonator will challenge even the bravest students. Grab your driving licence at Al's Auto Academy or tame the wild rivers on Buffalo Falls. For younger adventurers, the Farmyard Flyer is family rollercoaster designed for everyone to enjoy.

## 2 Book a workshop

Enjoy a curriculum-based workshop in the UK's most unique classroom! The Learning Lab is fully themed, with bubbling test tubes and smoking pipes; it's sure to engage every student. Workshop highlights include 'Rollercoaster Forces' where children learn all about the forces on rides and includes experiments using K'Nex coasters. In 'Ride Programming', children take on the role of engineers to program the mini sky swinger rides.



## 3 Come face to face with dinosaurs!

Step into a Jurassic world where dinosaurs of all shapes and sizes greet your every turn. Lost Kingdom is home to three rollercoasters including the mighty Flight of the Pterosaur, where riders get a bird's-eye view of the land as they swoop over the kingdom. Take a Jeep tour of the dinosaurs or even come face-to-face with a T rex in the park's 'meet and eat' show!

## 4 Venture into Little Africa

Step into Little Africa and discover a host of birds and animals set within the park's very own African village. Enter a stunning walk-through aviary and get closer than ever to a range of unique birds. Within the nocturnal house students can see fennec foxes, giant pouch rats and tiny pygmy mice up close. Outside, children can meet the park's cheeky meerkats and stunning porcupines as well as many other African animals.



## 5 Picnic in beautiful surroundings

Everyone knows lunch is a key part of any visit, and the park boasts several undercover seating areas for hungry students, with heat lamps available on colder days. The main seating area can house 450, and is conveniently located next to toilets and a free water bottle refill station. If the weather is nice, there's nothing better than eating under the cedar trees within the beautiful gardens.

## 6 Enjoy the variety

Whether you're finding out about penguins at the daily keeper 'talk and feed' or dropping 25 metres on the thrilling Magma ride, there's so much variety for school groups. Paultons Park has a range of options, whether for a learning trip, reward trip or mixture of the two! Teachers will also enjoy the complementary adult ratios, free pre-visits, zero deposit and the 'no visit-no charge' guarantee.





**SCHOOL**  
adventures



**NEW for Year 4!**

Little adventures. New challenges. Big thrills!

# Say hello to PGL Pioneers

A programme specially created for Year 4 (P5).

- ✔ Adventures thoughtfully designed for younger children
- ✔ A gentle start to their first adventure
- ✔ A supportive environment to build confidence

Summer 2023

FROM

**£135** PP  
+VAT

**Start planning your trip**

0333 321 2106 [schools@pgl.co.uk](mailto:schools@pgl.co.uk) [pgl.co.uk/pioneers](http://pgl.co.uk/pioneers)



SCAN ME!



## EVERY MAGICAL MINUTE

# Small adventures; big thrills!

Say hello to PGL Pioneers; new for Year 4 (P5), it's the perfect introduction to outdoor learning. . .

**12.00pm**

Arrive at your chosen PGL centre, and meet your 'groupie'. They will be on hand throughout your trip and will make sure you're in the right place at the right time and have everything you need. Before you get to the exciting activities though, lunch is calling! After you've refuelled it's time to move into your cosy accommodation; this will be your base during your stay with PGL.

**2.00pm**

An action-packed afternoon of adventures awaits you and your pupils! Your Pioneers programme will be loaded with hand-picked activities chosen to really challenge younger Key Stage 2 pupils and to help them get the most out of their first PGL experience. They'll enjoy an exciting and action-packed itinerary, with amazing outdoor activities from Aeroball to archery and Giant Swing to the zip wire.



**5.00pm**

Did someone say food? By now pupils will have worked up quite the appetite! It's over to the dining room for a hot meal, pudding and a guest favourite: the self-serve salad bar. Nutritious, delicious, and perfect for all tastes.

**6.30pm**

As always, the enthusiastic team will take the lead, telling stories and singing songs around the campfire. Pupils will get an opportunity to make a wish and throw it into the fire, and after a full and active day, a cup of hot chocolate provides warmth and comfort as your adventurers wind down for the evening.

**8.30pm**

Bed time! Your pioneers will absolutely be ready for some rest, as



## SET A DATE

Introduce pupils aged seven to nine to outdoor learning and exciting new challenges, in a safe and supportive environment. Choose from one or two-night stays.

will the teachers! Retire to your cosy accommodation, then it's teeth, PJs and lights out.

**7.30am**

An early start (not too early hopefully) and it's time to get a hearty breakfast on board. Mix and match from a range of porridge, cereals, fruit or a full English breakfast. Now they're all set, it's time for everyone to head outside and conquer more new challenges...

## { BEFORE YOUR GO }

### PREPARE

Speak to the friendly and helpful customer services advisors about your trip and discuss any additional requirements. PGL's goal is to reassure you, the children and their parents every step of the way.

### SET GOALS

What do you want to get out of the trip, both for you – the teacher – and your pupils? Let PGL know your specific goals before your trip and they'll work towards achieving them.

### DISCUSS

Your pupils will be facing new and exciting challenges during their trip, often including being away from home for the first time, so discuss what they're most excited or most nervous about.



# English Heritage

Looking for a memorable history trip for your KS1 or 2 class? These five great options will bring learning to life...

## 1 Stonehenge, Wiltshire

It would be hard to find a better site to help you cover Neolithic hunter-gatherers and Bronze Age religion than world-famous Stonehenge, the most outstanding prehistoric monument in the British Isles.

## 2 Battle Abbey, East Sussex

What better way to learn about 1066 and the Battle of Hastings than by walking in the footsteps of William the Conqueror and King Harold? Stand on the spot where the battle took place and learn all about the events leading up to one of the most famous dates in history.

## 3 Dover Castle, Kent

Travel back through more than 2,000 years of history at Dover Castle.

Together with your pupils you can discover the Roman lighthouse, climb the great tower, explore the medieval tunnels and finish up at the secret wartime tunnels and explore their role in World War 2.

## 4 Hadrian's Wall, Northumberland, Cumbria, And Tyne And Wear

Explore an iconic boundary with your class and learn more about how the Romans changed the course of Britain's history. Visit Housesteads Roman Fort, the best preserved along the wall, discovering what life was like for the 800 soldiers based there, or taking students down the cobbled street of Corbridge Roman Town to explore the civilised world that Hadrian's Wall was built to protect.

## 5 Kenilworth Castle, Warwickshire

This site has been a major military stronghold, a royal palace and an inspiration to writers and artists for 900 years. Help students imagine the opulence and splendour by walking in the Tudor queen's footsteps in the Elizabethan garden and the tower.

### ENQUIRE NOW!

Get free entry to over 400 English Heritage properties when you book in advance, and make use of free planning visits and specially designed free learning resources to create an affordable and inspiring trip this term.

[www.english-heritage.org.uk/learn/school-visits](http://www.english-heritage.org.uk/learn/school-visits)

T: 0370 333 1181

E: [bookeducation@english-heritage.org.uk](mailto:bookeducation@english-heritage.org.uk)

**ENGLISH HERITAGE  
EDUCATION**

**MAKE AN IMPACT  
WITH OUTDOOR  
LEARNING**

Bring history to life and  
inspire your pupils.

*Step into England's story*

Take your classroom outside and stand in the places where history happened. From the Stone Age to the Cold War, discover over 400 historic sites that cover a range of time periods, themes and key stages.

Book a FREE self-led visit or a hands-on expert-led Discovery Visit for just £100 per class per session.

### ENQUIRE NOW:

☎ 0370 333 1181

✉ [bookeducation@english-heritage.org.uk](mailto:bookeducation@english-heritage.org.uk)

📍 [english-heritage.org.uk/learn/school-visits](http://english-heritage.org.uk/learn/school-visits)

The English Heritage Trust is a charity, no. 1140351, and a company, no. 07447221, registered in England.

CHP651\_11/22



# Find the perfect SCHOOL TRIP in an instant!

There's something for every

AREA

AGE

SUBJECT

BUDGET

SEARCH BY  
Curriculum Link  
Postcode  
Age  
Budget

We have curated the best educational trips from around the UK and beyond for your students to enjoy.

From free days out to curriculum-rich excursions and residential adventures, there's something for every class and every budget.

## FREE support to help you plan the perfect trip

Download guidance and templates for completing your risk assessment

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NOW



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NOW



Find the perfect school trip for your students this year.

Visit: [www.teachwire.net/school-trips](https://www.teachwire.net/school-trips)







# The Bear Grylls Adventure

Give pupils a day of action they'll remember forever with challenges for every adventurer

## 1 Take to the high ropes

Walk the plank, tackle the rolling log and create your own adventure on Europe's tallest high ropes course. Reach the top, and you'll be rewarded with stunning views of the surrounding area – and of course an awesome sense of adventure accomplishment.

## 2 Get climbing

Inspired by some of the most breath-taking peaks from around the world, adventurers will push, pivot, and pull their way to the summit on routes inspired by El Capitan, Fontainebleau and more. Nothing else matters but the step ahead of you.

## 3 Master archery

On The Bear Grylls Adventure's archery range, you'll get to grips with the bow and arrow before letting the arrows fly at the targets. Happy with your aim? It's time to up the challenge, with some games and quick-fire rounds to test your precision.

## 4 Try an escape room

Put your class's teamwork, problem-solving skills and patience to the test. Can your team keep their cool and work together to crack the code, and beat the clock? It's time to find out!

## 5 Brave the assault course

Inspired by the Royal Marines, the Bear Grylls Adventure's assault course is a range of obstacles that will challenge adventurers as they race against their friends. Obstacles include scramble nets, monkey bars, traverse beams and a-frames.

### GOOD TO KNOW

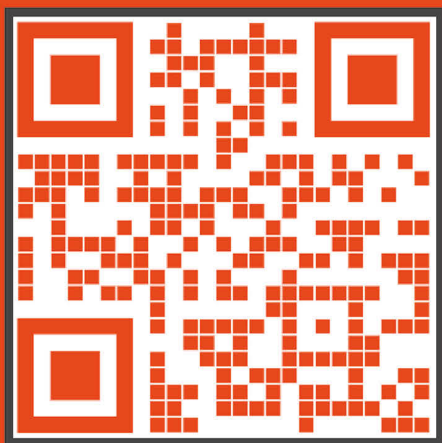
You'll get one complimentary teacher ticket for every five pupils' tickets booked, so you can support students every step of their adventure journey.

[www.beargryllsadventure.com/groups](http://www.beargryllsadventure.com/groups)

E: [groupbookings.uk@beargryllsadventure.com](mailto:groupbookings.uk@beargryllsadventure.com)

The Bear Grylls  
**ADVENTURE**

**INDOOR/OUTDOOR ACTIVITY CENTRE**



**SCAN HERE TO START PLANNING  
THE MOST EPIC SCHOOL TRIP EVER**





# Parent POWER

Could an untapped funding stream for school trips be hiding in plain sight? Spoiler: your PTA could have just the resources needed to get your ideas off the ground

CLARE JENNER

**S**queezing every drop of support from the community that surrounds your school isn't a new thing but it's never been more important to make sure you're pursuing every avenue to make school trips accessible and affordable for all your pupils. At Parentkind, we support almost 13,000 parent teacher associations (or PTFAs, if 'friends' are invited in) across England, Wales and Northern Ireland. We work to empower and inform them, so that they can turbo-boost their work in support of their schools. One of the topics that comes up time and time again is just what PTAs can spend money on and exactly how they can enrich learning experiences for children and young people. Nowhere is this question more important than with regards school trips.

## Can PTAs pay?

Can PTAs fund school trips? Is it really a good use of money that was hard to raise? Does the trip really benefit the education and development of the young person? These are all valid questions, and ones that PTAs and school leaders are right to ask. The answer, put simply, is that a PTA can fund anything in accordance

with its constitution (its 'objects of association' or governing document). For the most part, PTAs are set up to further the education and development of the children and young people in a particular school. What this means is that a decision needs to be made about whether a trip meets that test, and this is a decision that only the PTA committee members can make.

## Pulling together

For school leaders, your PTA should be your best friend. Not only can they raise much-needed funding, but they can also truly inform your work with a parent perspective. Of course, you might approach them if you need help funding a trip to a local museum or learning experience (perhaps less so a visit to a theme park!) but you should also make use of their brilliant and up-to-date knowledge. If you're considering a school trip to a local farm, parents on your PTA may well know if every child has already visited repeatedly because every parent had the same brain

wave and bought a season ticket. Similarly, if you're looking to book tickets to see a play or musical, parents may have great insider knowledge on which local theatre can offer maximum mileage for your money.

## Pooling ideas

Another way that schools and PTAs can work together in this space is to fix a perennial headache: providing ready and willing adults to chaperone the trip itself. Many school leaders will have found themselves calling on the same parents and staff members repeatedly, often with diminishing returns. However, in many cases, this is a job easily passed across to a PTA and its own network of parents and volunteers. Where this becomes a long-term solution, you might even work together on DBS checking and maintaining a list of willing parents or adults. By working together, one of the biggest pitfalls – a lack of adults to accompany a trip – can easily be avoided. There are many ways to bring home and school together, and enlisting the help of a

PTA with school trips is a great place to start. In fact, even asking them for ideas for school trips might improve the likelihood of gaining their support and funding. The key thing, as with everything, is good communication. If you truly build a relationship with parents (and after all, what is a PTA if not a ready-made group of friendly parents and supporters) you'll be able to inform all of your work, not just school trips, with the views of parents. At Parentkind, we're all about bringing together home and school so that young people benefit. Start thinking about your school trips now, and make it your first project for closing that gap, enlisting parents and making your next outing the best one yet.



*Clare Jenner is head of membership at Parentkind, the voice of parents in education and membership association for PTAs. In 2021 its members raise an estimated £60.8m for their schools.*

@parentkind

parentkind.org.uk





# Take learning



## to the next level

Looking to improve learning in the classroom while supporting your pupils in building their self-esteem and developing meaningful relationships?

Our residentials give you all this and more. With our dedicated team, variety of adrenaline-filled activities and a bespoke Confidence Tracker, Kingswood is here to take your learning to the next level.



Get in touch today -  
[kingswood.co.uk/book](https://kingswood.co.uk/book)







## WE'RE THE EXPERTS

# “We grow confidence outdoors”

How far do pupils' boundaries need pushing to build their confidence? Dr John Allan explains...

### Is facing extreme challenges essential to building confidence?

It's more important to focus on an ideal level of support-to-challenge ratio per individual. Not everyone needs to jump off our 'leap of faith'; going too far beyond their comfort zone could have negative a effect for a child. Kingswood's solution-focused approach encourages children to feel empowered and supported when stretching themselves and taking on challenges.

### Is it bad for pupils to stay in their comfort zone?

Yes, although everyone's comfort zone is different. Staying inside the safety of yours can have detrimental effects as it's likely you'll struggle to deal with future uncertainties and grow. The multi-sensory nature of outdoor learning supports lasting brain adaptation, which enables learning beyond what is experienced in a normal 'classroom' environment. Therefore learning to become confident across settings is possible.

### Does every child take on the same challenge at Kingswood?

Across Kingswood's vast estate of 11 adventure centres in the UK and three in France, experiential learning opportunities are endless, allowing participants to take part in air, land and water-based activities and giving everyone the chance to challenge themselves in a safe environment. Emphasis is very much on 'challenge by choice' and encouraging young people to make their own decisions, based on what feels right for them, with hugely positive outcomes.



#### EXPERT PROFILE

**Name:** Dr John Allan

**Job title:**  
Head of Learning and Impact

**Area of expertise:**  
Outdoor learning

**Best part of my job:**  
Helping people realise their potential

### How does Kingswood encourage confidence building?

What often holds young people back is their frame of mind. Before stepping out onto our adventure grounds, the activities team hold a welcome briefing to encourage each child to start their day open to new adventure, and to enter these challenges with an enthusiastic positive growth mind-set. Big achievements and small steps forward are equally congratulated, encouraged and recognised. For children, nothing beats the camaraderie of hearing cheers from your peers as you push yourself that bit further.

### How can schools evidence children's progress in confidence?

We make it easier for schools to evidence progress in character education with our 'Confidence Tracker' tool. This tool supports educators in evidencing the powerful learning outcomes of a residential trip, and how by taking on challenges and risk, individuals grow in confidence.

## ASK ME ABOUT

**MEASURING SUCCESS** – There are so many benefits of your trip that you can measure, like confidence, using Kingswood's unique Confidence Tracker tool.

**MAKING LEARNING LAST** – Don't think of your trip as a one-off, but truly part of your curriculum to maximise the value.

**CONNECTING TO NATURE** – The outdoors is such a powerful learning tool, and one that you can use on your trip and also in your school grounds.

[www.kingswood.co.uk/book](http://www.kingswood.co.uk/book) T: 0800 6556564 E: [sales@kingswood.co.uk](mailto:sales@kingswood.co.uk)





# A farm visit with a difference

This wildlife-rich working dairy farm offers primary school children an inspiring day of outdoor learning...

## 1 Embark on a dairy cow discovery

Make friends with a Jersey herd in the cow barn and observe them being milked in a state-of-the-art robotic dairy. Take on the food-sort challenge to learn more about food origins and have a go at making butter.

## 2 Go on a woodland adventure

Become a tree detective and learn how to identify trees from their leaves and bark. Find out which animals call the woodland their home, and what they need to survive. Delve beneath the leaf litter and logs to hunt for minibeasts.

## 3 Become a pond explorer

Learn how to pond dip and discover the range of fascinating creatures that live in the wildlife pond. Use ID charts to identify and name these creatures and discover who sits at the top and bottom of the food chain.

## 4 Tailor your visit

Can't decide which visit theme to choose? Mosaic School Trips has the perfect solution: its pick'n'mix option allows teachers to combine learning sessions from two or more visit themes to create the perfect blend of learning for their pupils.

## 5 Let the farm take the lead

The farm's teacher-trained education manager will be with you every step of the way during your visit. She'll lead all three activity sessions, share her expert farming and wildlife knowledge and ensure you have a smooth and stress-free visit.

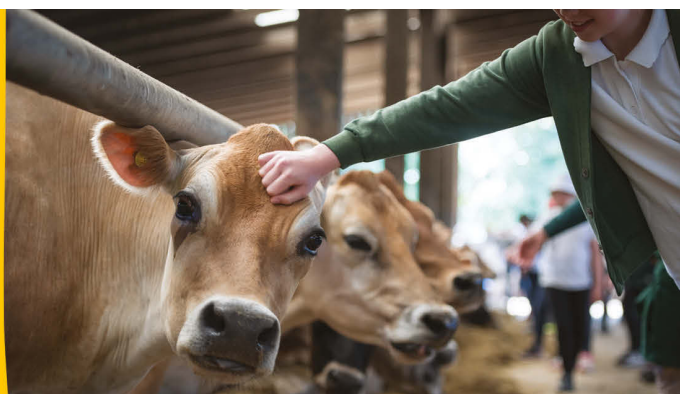
### GOOD TO KNOW

There's so much to learn at Pierrepont Farm: meet the cows in the robotic dairy, explore biodiversity in the woodlands and go pond dipping.

[www.theCRT.co.uk/mosaic-school](http://www.theCRT.co.uk/mosaic-school)

T: 07875 053371

E: [mosaic@theCRT.co.uk](mailto:mosaic@theCRT.co.uk)



## School trips on the farm

**Come down to Pierrepont Farm in Farnham for your next school trip**

- Meet our **Jersey cows** and see the state-of-the-art robotic dairy
- Explore our **woodland** and go **pond dipping**
- Visits run from **10am-2.30pm, March-October**
- Only **£8 per child**, with free entry for children who qualify for Pupil Premium (limited while funding lasts)

**Book today: [theCRT.co.uk/mosaic-school](http://theCRT.co.uk/mosaic-school)**





# Coming up

Don't miss out – here's what's planned over the next few months...

## 18 FEBRUARY



### Manchester Museum – Golden Mummies of Egypt

After extensive building work to create a "more caring, inclusive and imaginative" environment, Manchester Museum reopens its doors this month. Its first big show features eight mummies and more than 100 objects offering a rich perspective on beliefs about the afterlife during an era when Egypt was part of the Greek and Roman worlds. The free exhibit is hosted in the museum's brand-new Exhibition Hall, designed to host and tour ambitious shows. (Throughout 2023) [museum.manchester.ac.uk](http://museum.manchester.ac.uk)

## 8th MARCH

### Technique – The Human Body Show

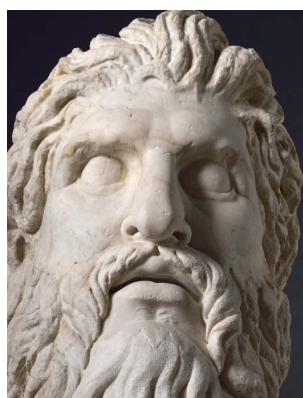
Just how much hot air do your class's lungs hold? It's time to find out! This month Cardiff Bay's science discovery centre is celebrating the human body with live science shows for KS2. Listen in to the racing heartbeats of your pupils as they take in the human story through our incredible biology. On site

KS2 groups can also find the newly-refurbished lab, a 360-degree planetarium (tours available) and so much more to fire the imagination. (8th - 17th March). [techniquest.org](http://techniquest.org)

### National Portrait Gallery – reopening

Come face to face with the great and good of British history at The National Portrait Gallery in London, which this spring is set to reopen its doors after a major refurbishment. Closed since June '20, the gallery has undergone a £35.5m transformation to bring more space – including new learning zones – into its buildings on St Martin's Place. Pupils can meet royals, from the Tudors to the present day, as well as suffragette Emmeline Pankhurst, and Mary Seacole. [npg.org](http://npg.org)

## 28 APRIL



### World Museum – Return of the Gods

Enter the world of myth and legend told through the stories of ancient Greek and Roman gods in an intriguing new exhibition at Liverpool's

World Museum. Featuring a stunning collection of sculpture and antiquities, Return of the Gods will immerse your class in the ancient world, told through the words of poets and writers, their rituals and festivals, and the public and private worship of gods. (Until 25th Feb '24) [liverpoolmuseums.org.uk](http://liverpoolmuseums.org.uk)

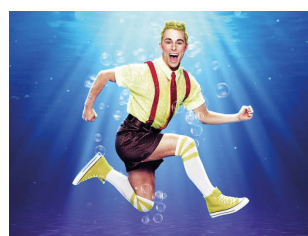
## 1st JUNE

### Imperial War Museum – Windrush 75

On 22 June 1948, over 800 men and women from the Caribbean disembarked from the HMT Empire Windrush after it docked at Tilbury in Essex. For many, it was not just an arrival, but a return. Marking 75 years since the arrival of the Empire Windrush, IWM explores this foundational moment in British history, highlighting the wartime service made by people from the Caribbean. (Throughout June) [iwm.org.uk](http://iwm.org.uk)

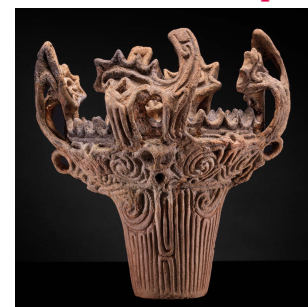
### Wales Millennium Centre – The SpongeBob Musical

Cardiff's freshly-refurbished hub for cultural celebrations is inviting primary-age audiences to The SpongeBob Musical, which will be touring to its Donald Gordon



Theatre. The majestic Millennium Centre makes an impressive destination for school parties, and offers a musical theatre learning pack for school groups. (6th - 10th June) [WMC.org.uk](http://WMC.org.uk)

### Stonehenge - Circles of Stone: Stonehenge and Prehistoric Japan



This summer, school parties visiting prehistoric Britain's smash-hit attraction can get a global perspective on human settlements of the era. This exhibition draws out surprising parallels between the Neolithic peoples of Japan and England, both of whom drew on amazing community cooperation to build ceremonial stone rings. The exhibition is free for school groups, and is accompanied by a special resource for Key Stage 2 pupils. (Until September '23) [English-heritage.org.uk](http://English-heritage.org.uk)

## 1st JULY

### Bristol city centre – Unicornfest

Join a mythical quest around Bristol for a magical sculpture trail. Local artists, schools and nurseries have collaborated on unicorns from the Clifton Suspension Bridge to the Avon Valley Railway. (Until 3rd September) [Unicornfest.co.uk](http://Unicornfest.co.uk)



## 5 OF THE BEST

# HISTORY TRIPS

Reanimate the past for your pupils with hands-on history experiences that they'll never forget...

## 1 Historic Royal Palaces

With 1,000 years of history to uncover, a visit to some of the country's most iconic historic palaces offers pupils the unique opportunity to immerse themselves in history where it happened. Children can take part in interactive sessions led by expert, costumed presenters, including: Tudor kitchens revealed at Hampton Court Palace; crime and punishment at the Tower of London; Queen Victoria's toys at Kensington Palace; and the roles of servants uncovered at Hillsborough Castle.

And for those wanting a self-led visit, activity trails linked to the national curriculum allow teachers to shape a visit to suit their students' needs. For more information and to book, visit [hrp.org.uk/schools](http://hrp.org.uk/schools)



## 2 Jorvik Viking Centre

The unforgettable Jorvik Viking Centre experience is hosted by the costumed team members who'll guide you through a series of educational talks and activities on topics exploring the era. As well as learning more about how the archaeological remains of the Viking city of Jorvik were discovered, you can also experience life in the 10th century on the destination's famous ride around a bustling recreated Viking street. The centre's 45-minute workshops are specially designed to spark your pupils' interest in the past by exploring a variety of fascinating themes.

To learn more, or to book your group's visit, head to [www.jorvikvikingcentre.co.uk/education](http://www.jorvikvikingcentre.co.uk/education)



## 3 Tonbridge Castle

Tonbridge Castle educational tours and workshops immerse students in the turbulent and fascinating history of this long-standing gatehouse, offering a fun, informative and hands-on way to learn about the past. Visiting pupils will experience a vivid recreation of the sights, sounds and excitement of the castle in the 13th century, including a visit to the basement store and the armoury, joining the garrison for supper and climbing to the top of the battlements.

For further information, visit [www.tonbridgecastle.org/educational-tours-and-workshops](http://www.tonbridgecastle.org/educational-tours-and-workshops) or email [tonbridge.castle@tmhc.gov.uk](mailto:tonbridge.castle@tmhc.gov.uk)



## 4 English Heritage

From grand medieval castles to the battlefield where the armies of King Harold and William the Conqueror clashed, and a Roman villa to a Cold War bunker, the places where history happened bring a topic to life. Standing in these very spots reinforces your teaching in the classroom, so inspire your students with a free self-led visit to over 400 English Heritage sites, or let our experts take the lead in an interactive Discovery Visit workshop. Support your visit with free teaching resources that have been developed by the team of qualified teachers, educational experts and historians.

For more information or to book your trip visit [www.english-heritage.org.uk/learn/school-visits](http://www.english-heritage.org.uk/learn/school-visits)

## 5 Sutton Hoo

The National Trust has spent £4 million transforming this famous Anglo Saxon burial site, and part of the money has been poured into an overhaul of its educational offering. Its updated list of activities include an interactive Royal Burial Ground tour, a 'sand tray' archaeology exercise, and a brand new River and Wildlife Wander Route, inviting pupils to explore rivers, habitats and trees. There's much more on offer too, including a remote learning option allowing distant schools to access the site via a video conference call. Visit [www.nationaltrust.org.uk/sutton-hoo](http://www.nationaltrust.org.uk/sutton-hoo)





# *“We took Year 5 and 6 for a day at the races!”*

Sometimes memorable maths lessons take place in the oddest of locations!

**Ashley Gibson** shares her class’s track-side sessions...

**W**hen we look back on our school days the memories that come to mind are often those of favourite teachers, topics and school trips. In the current climate, with tightly constrained school budgets and parents dealing with a cost of living crisis, it’s sadly becoming more difficult to offer to memorable outings to our pupils. With that in mind I’d like to highlight a trip that may not be on your radar as yet but is certainly well worth looking into.

## **Spotting local opportunities**

Whilst at a family race day at Ayr Racecourse I became aware of a charity called Racing to School that offers educational resources and hosted school trips on race days for children in P6 and P7 (Years 5 and 6) at racecourses up and down the country. My teacher brain started thinking what learning could come from a focus on horse racing and I got excited at the breadth that it could offer.

On my return to school after the summer holidays I emailed Racing to School requesting more information and discovered that there was no set cost for the trip. They simply look for a donation (if possible) but stress that

whilst they are always hugely grateful for any donation, it is not at all an expectation. This meant for our excursion we only had to cover the cost of a bus for the trip, which made it more manageable. They also included examples of itineraries detailing the activities they offered and I was very impressed with the quality of them. Many are maths related and offer a fun and interesting real-life context to the learning. They are also open to other suggestions; I requested a focus on careers available at Ayr Racecourse on a previous visit, with pupils from a school within

walking distance of the racecourse, and this was accommodated.

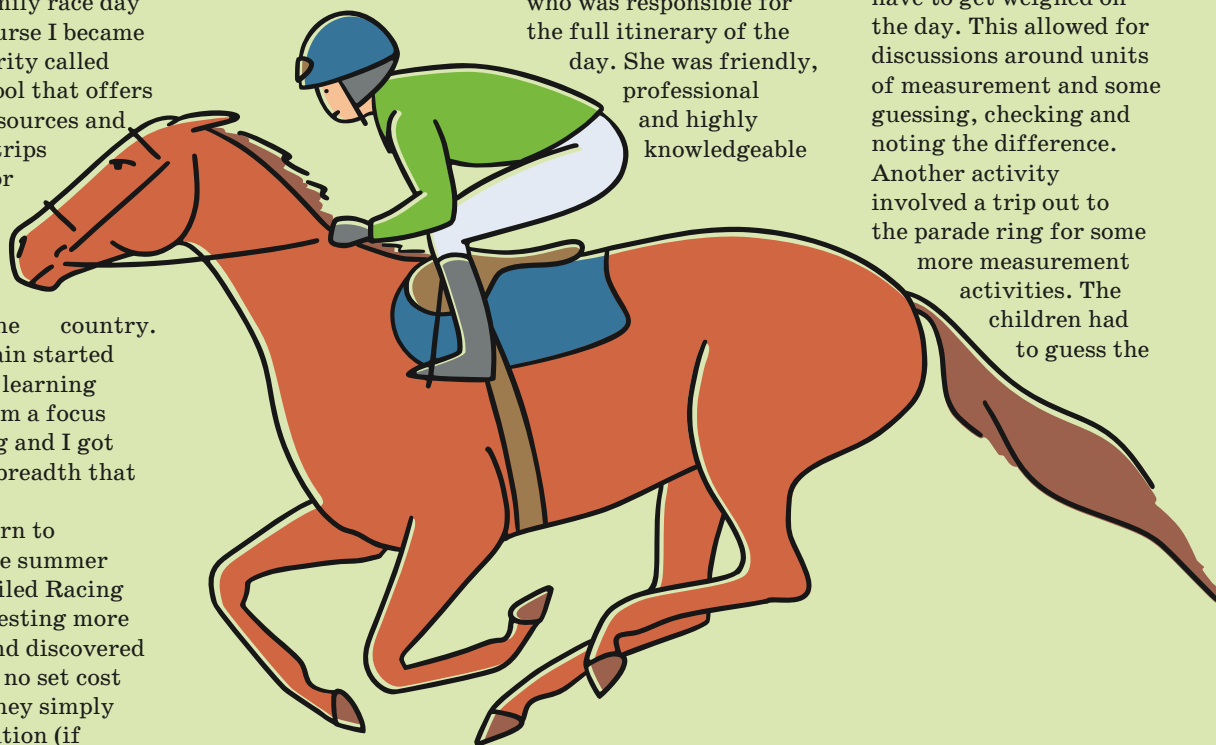
## **Racing ahead**

On Wednesday 9th November I set off at 9.15am with my P6/7 class of 23 (very excited!) children. Only five of them had ever previously visited a racecourse so it was going to be a first for the vast majority of them which made it more special. In addition, we had completed a lot of topic work prior to our visit which built up the enthusiasm. At Ayr Racecourse we were met by Carrie Ford, a former champion jockey herself, who was responsible for the full itinerary of the day. She was friendly, professional and highly knowledgeable

and built up a great rapport with the children.

On arrival we were taken up to a hospitality suite on the top floor, which the children were very impressed with! They also all had a jockey’s silk top on the back of their chair that they got to wear for the day and a workbook for our activities. Our focus was on maths and there were a wide variety of activities offered by Racing for School that covered this.

Then it was off on the action-packed itinerary for the day, which involved a trip to the weighing room where the jockeys have to get weighed on the day. This allowed for discussions around units of measurement and some guessing, checking and noting the difference. Another activity involved a trip out to the parade ring for some more measurement activities. The children had to guess the







### WHAT THE PUPILS THOUGHT...

"We think the races were so fun and everyone learned so much about the horses. We also loved the weighing room, we estimated our weight and whoever got the closest got an extra biscuit at break time" – Keira and Jenna

"It was a really great day and the best things about it was wearing the jockey shirts, weighing ourselves, watching the races and meeting the journalist" – Sophie

"Doing a class race on the course was an awesome experience because you'd never usually be allowed on the track. We also loved watching the three races because it was fun cheering on our horses" – Patrick and Aimee.

"I loved watching the horses in the parade ring and seeing the cool jockey colours" – Jennifer

"It was fun watching the races down at the fence; getting to see the race so close was amazing!" – Sara

*"My teacher brain started thinking what learning could come from a focus on horse racing and I got excited at the breadth that it could offer"*

distance in metres then count how many large steps it took them to get around then use the trundle wheels to get a more accurate measurement. Obviously, the children's measurements were not all the same which led to rich discussion about why that was the case.

### Staying the course

We then got to tour the stables, walk the course, and see the jumps up close (once again getting involved in a bit of measurement). On our way back across the track Carrie told the children that they could have their own race on the track and they were thrilled! Another interesting activity was examining the racecards and finding out what all the letters and numbers next to each horse meant. I had given my pupils an imaginary budget of £10 to place bets on horses (to win only) the day before our visit. This allowed me to teach them about odds and following our visit the next day we worked out our individual winnings or

losses and our overall class winnings or losses, which facilitated an educational chat about the dangers of gambling.

On our particular raceday the races started earlier than usual which was super as we were able to watch three of the six races before we had to head home. The pupils loved being down at the paddock prior to the races to watch the horses parade round and they got to watch one of the races from our hospitality room and the other two up close at the fences.

Already it seems this is a trip that will live on in their memories as they've been sharing their experience with the rest of the school and telling them "Just wait until you're in P6/7 and you'll get to go too. It's great!" When asked what they thought made it so special, the consensus was that their first ever trip to the races was truly memorable, and they loved getting to see 'behind the scenes'. They also said



they felt like grown-ups on this particular trip due to a combination of Carrie's style in delivering the activities and them associating the races with a day out for adults.

And the lasting fact they will always remember? That the jockeys wear tights under their trousers, which can go see-through in the rain!



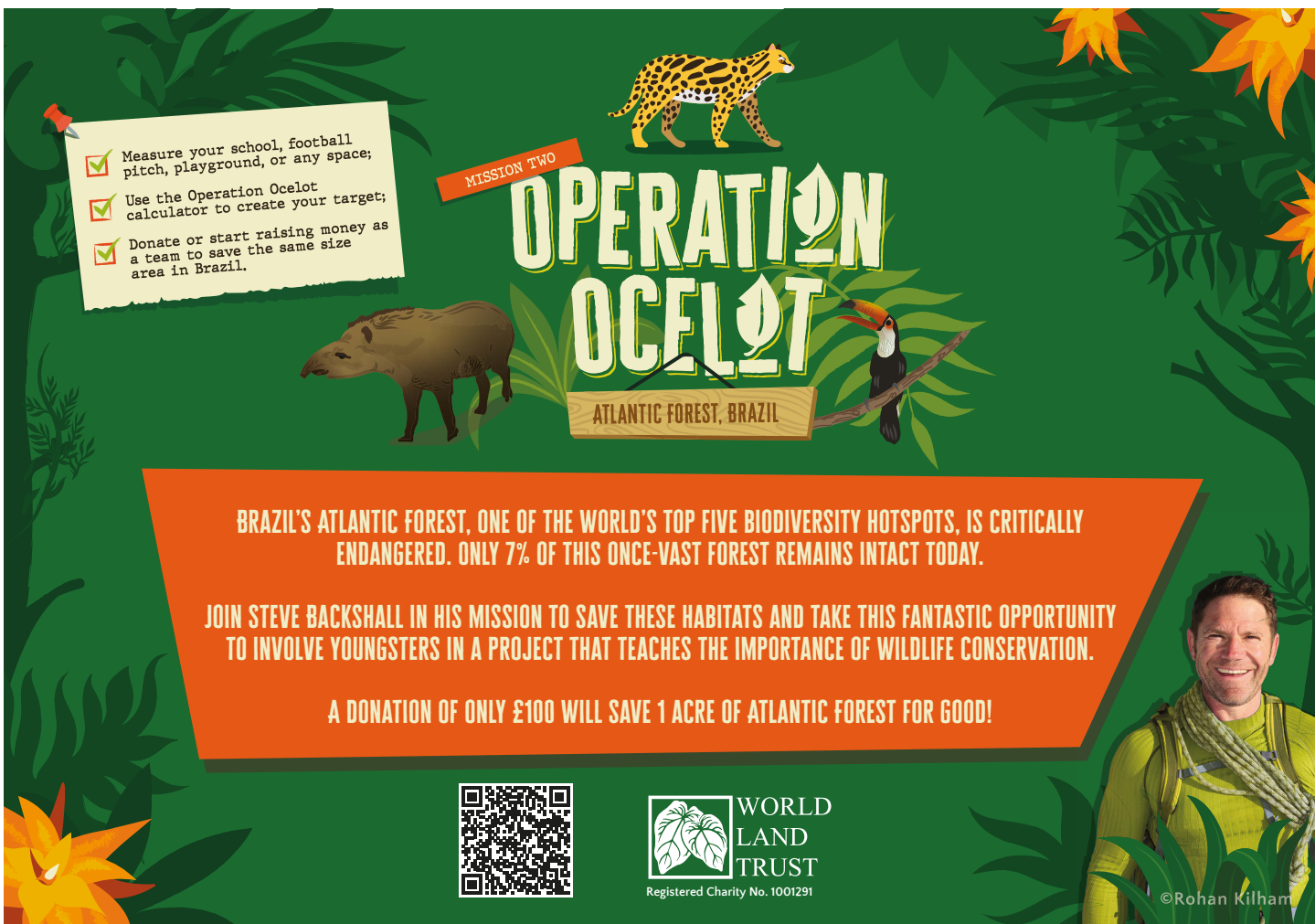
*Ashley Gibson is P6 and p7 teacher at Maidens Primary School in*

*West Ayrshire.*

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[blogs.glowscotland.org.uk/sa/maidenprimaryschool](https://blogs.glowscotland.org.uk/sa/maidenprimaryschool)





☒ Measure your school, football pitch, playground, or any space;  
☒ Use the Operation Ocelot calculator to create your target;  
☒ Donate or start raising money as a team to save the same size area in Brazil.

MISSION TWO



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# Being the CHANGE

On paper ecology ties STEM subjects with citizenship and PSHE, but it's in the field that ideas and skills can really take flight

EMILY MACE

**W**e can probably all agree we're in the midst of a climate change and biodiversity crisis, which in turn can be overwhelming and induce eco-anxiety in young people. In related news (well, it won't be news to you or your colleagues) we're also in the midst of a mental health crisis for children. Around one in six primary-aged children are likely to be experiencing mental health difficulties; a 50% increase in last four years.

But here's the thing: as an ecologist I know that learning and practicing skills around environmental sciences – and taking those skills back to the environments in and around their schools – can make a real difference to young people. So that might

be learning how minibeasts are part of the solution for a better natural world; meeting plastic-eating mealworms; or searching for the ant queen in a colony. By helping young people to connect and build ecology skills, we hope to be able to reduce the fear in this uncertain future by empowering them to do something for themselves.

## A holistic approach

And wider mental health issues? I believe ecology can help here too; it's been proven that building a connection with nature supports our mental health and wellbeing. Of course there are lots of ways to take children into nature, and many outdoor adventure trips to choose from.

But we believe that environmental sciences, fostering a close and curious relationship with the land, is a particularly powerful way to support children to reduce their eco anxiety and empower them to improve our planet. The risk of exacerbating children's worries is real – we have to be sensitive and alive to pupils' concerns – but learning the skills to support nature is a positive, proactive way to help.

It's important that we science communicators – my colleagues

and our wider professional community – help provide children with those connections to nature.

That's why at Winchester Science Centre we're piloting and launching a new outdoor school experience. It'll support young people to build and develop a real connection to the natural world, by understanding and exploring the wonder of nature, and their place within it. Our outdoor experience will provide children with the tools, time, and skills to build a meaningful connection with nature. We particularly want schools who have limited access to green spaces to join us, as well as young people who have had very little experience with science in nature.

## A mindful science

We'll be helping school groups learn the skills to track animals and organisms identified as biological indicators for the health of their ecosystem. On our chalk downlands, a site of special scientific interest, that means dormice, slow worms, ants, moths and sky larks. The habitats local to your school will have their own indicators which can be identified and monitored across the seasons and throughout the school year. Taking this time to interact with their natural environment could do your pupils the world of good. We believe mental health and wellbeing practices can be woven through environmental science

sessions, so we'll be using mindfulness techniques such as forest bathing in our hazel coppice, where dormice live, alongside using cutting-edge technology to monitor different local habitats. Children will physically map out food webs for the animals that live in our chalk downland whilst walking the wild terrain.

Ecology in its simplest form is learning about how things live together and the impact this has on our environment. It's important children learn the skills they need to take on the role of ecologists in their homes and local areas. By coming on environmental science school trips like ours, they can form an understanding of the natural world and implement vital conservation techniques that will empower them to create a better future. Our goal is for children to become climate champions within their schools and communities, and custodians of an increasingly crucial set of science skills.



*Emily Mace is director of STEM strategy at Winchester Science Centre, an*

*educational charity that hosts two floors of immersive and interactive exhibits and live science shows. Its new ecology trip opens in September.*

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# Planting A SEED

Encounters with extraordinary plant life can transport your class, and transform their engagement with the science curriculum...

**“S**cience and everyday life cannot and should not be separated.”

“I love this quote from Rosalind Franklin, a chemist, molecular biologist and one of the key figures behind unlocking the structure of human DNA,” says Helen Gill, formal learning and development manager for learning and participation at the Royal Botanic Gardens, Kew. “It sums up what we are trying to do here in the schools team at Kew. My aim is for all learners to view science as something that is for them, to develop

grand glasshouses and carefully curated gardens make great destinations for school parties. Visiting in person really does imprint a wonder and fascination on pupils. “Botanical gardens have a crucial role to play in supporting pupils to make the connection through the experiences we provide,” says Helen. “Questioning and exploring pupil’s ideas is key to them making that connection and then wanting to know more. We know that learning is a multi-faceted experience, and pupils all learn in different ways. In-person school visits

with these spaces is a sight my team and I never tire of,” says Helen. “We’re fortunate enough to engage with Kew Gardens each and every day – but sharing the wonder of these first-time experiences is something that continues to surprise and delight us all. Nature has the power to stop us in our tracks, engage all of our senses, and make us experience the world in entirely new ways. It’s a real privilege to share these experiences with so many of our young school visitors.”

## Curating curiosity

In 2019 Kew Garden collaborated with Royal Holloway, the University of London and two inner London primary schools – St. Monica’s Catholic Primary School in the Borough of Hackney and Wilberforce Primary School in the Borough of Westminster – to create pupil-curated museums, echoing a common practice in schools in the late 19th

*“Sharing the wonder of these first-time experiences is something that continues to surprise and delight us all”*

their understanding of why plants are important in their lives and here at Kew, and to realise that their actions can make a real difference to current global challenges and those faced in the future.”

## Nurturing growth

South West London’s botanical gardens are one of a host of horticultural treasures around the UK, each offering school groups the chance to marvel at the architectural qualities of awesome specimens while learning about the incredible complexity, diversity and adaptability of our planet’s plant life. From Inverness Botanic Gardens in the north to the Eden Project in the south, a string of

provide an invaluable opportunity for learning beyond the classroom, for broadening horizons, and for framing education in new and dynamic contexts. The experiences stick: many of the teachers and parents who accompany the pupils regularly comment on their memories of visiting when they were at school, and what they found out about.”

Stepping into a soaring glasshouse, sensing the warm air on one’s skin, feeling moist leaves and smelling the scent of flowers, foliage and even mulchy growing mediums is an immersive experience that botanical collections excel at. “Seeing how our school visitors interact





and early 20th century. Inspired by their visits to Kew's permanent collection artefacts, pupils collected and created exhibits connected to a whole range of curriculum topics for key stages 1 and 2, including science, geography, history, arts and languages. "The headteacher of one of the schools involved said that the visit to us provided the opportunity to enrich children's lives through the relationship with Kew Gardens," says Helen. "I would agree; pupils didn't realise that places like Kew Gardens have museum collections. Incorporating what they discovered here and the museums pupils created back at school provided us with the opportunity to develop a

resource to support teachers and pupils in creating their own museum using plant-based objects. The project certainly increased awareness of the importance of plants in our everyday lives and engaged pupils, teachers, parents, carers, and the wider community on why plants matter."

The team at Kew also took part in the Science Capital in Practice initiative from 2019 to 2020, a collaboration between the Science Museum and the UK Association for Science and Discovery Centres. "As one of 15 UK science museums and centres involved, we worked to develop a community of good practice for increasing diversity and inclusion in science by applying a science capital-informed approach," says Helen. "In taking part

in such initiatives, our aim is to provide up-to-date training for Kew teachers and to embed

the most pertinent elements of science capital-oriented thinking in our education sessions and the resources we offer online."

"These elements include science literacy: the promotion of attitudes and values required for science to be inclusive, communicating about people in science-related jobs, and encouraging pupils to talk to others about science. To date, our work in this regard has reached over 30,000 pupils. And school groups continue to learn and discover the world of science behind our botanical collections during their visit. With over 50,000 living plants across our UNESCO World Heritage site, what they discover and learn about becomes an integral part of that memory."

Always valued for their magical ability to transport visitors into entirely new eco systems, botanical collections play an increasingly active role in preserving, exploring and advocating for the delicate wild habitats that link to many aspects of the science curriculum: identifying wild and garden plants; describing basic structures; spotting seasonal changes; learning the basics of the life cycle of plants...There

are other connected gains too. "Kew encompasses a rich history alongside pioneering scientific and horticultural research," says Helen, "which we employ every day to care for and understand our vast living collection and present solutions to some of the biggest challenges facing humanity at the moment. Among them are the climate crisis and food security, which are two of Kew's top priorities. Sessions are curriculum-linked, so that the experience is as stimulating and relevant to classroom as possible, whether it's setting foot into the mysterious, tropical world of the Palm House for the first time, understanding the importance of pollinators or finding out more about some of the world's most endangered plants in the Temperate House."



**Helen Gill** is formal learning and development manager for learning and participation at the Royal Botanic Gardens, Kew.

@kewgardens

kew.org

## GROWING WILD

- Pre-booked sessions around science and gardening are free at all five RHS gardens. Experienced education officers are available to lead visits, or schools are welcome to self-guide. Expect purpose-built learning studios and teaching gardens alongside main attractions.
- More than 50,000 pupils a year visit the Eden Project as part of a school trip or workshop. Entrance costs from £6.40 per pupil for a self-guided visit. An extensive range of onsite workshops are available for classes from EYFS to Key Stage 2 and beyond.
- Alnwick Gardens in Northumberland offer four free pupil tickets for every paying adult. Entrance includes admission to the Poison Garden, which can be accessed by guided groups of up to 20 people. Booking online is recommended.

## 10 OF THE BEST

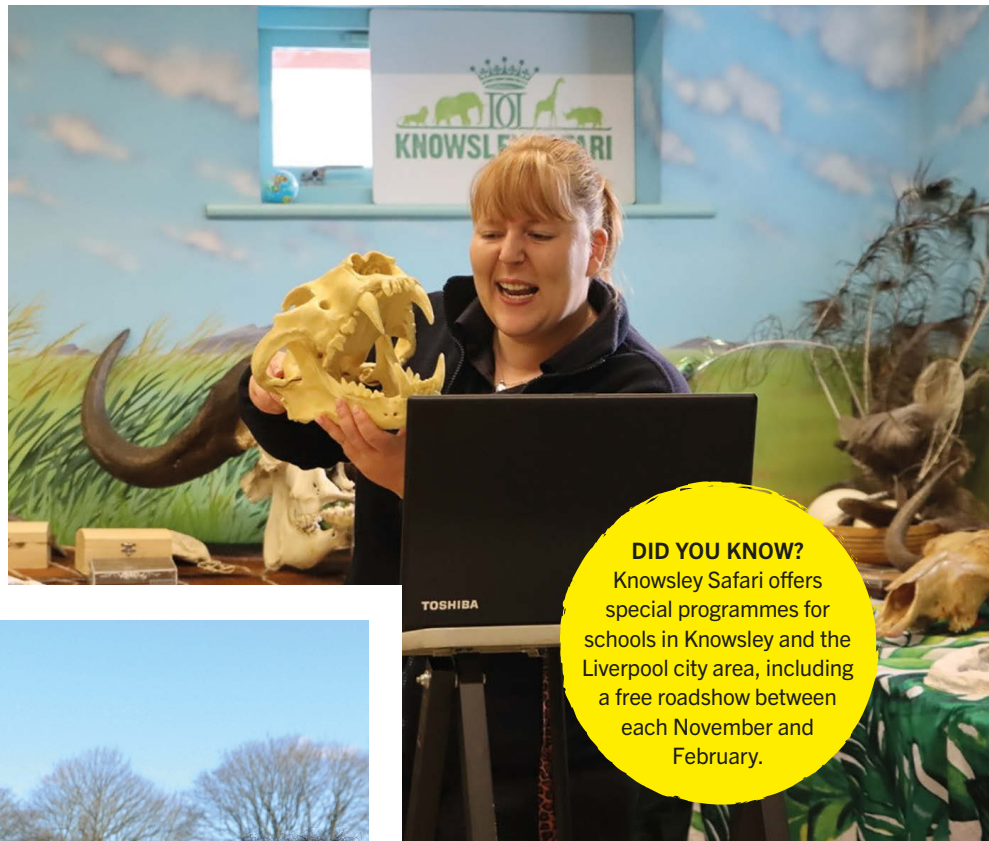
# WILDLIFE CENTRES

Build engagement and curriculum-centric learning with some close encounters of the furred kind!

### 1 Knowsley Safari

Whether you're a teacher looking to bring your class for a fun, educational day out, or would like a visit to your school in person or over a live stream, Knowsley Safari has something for everyone. Bring learning to life with discovery workshops and interactive tours, from a Guided Safari Coach Trip around the five-mile safari, hop on the specially kitted-out Baboon Bus, or choose another one of their exciting programmes, it's guaranteed to generate a wild time!

Contact the Learning & Discovery team on **0151 430 9009** to book your wild adventure.



#### DID YOU KNOW?

Knowsley Safari offers special programmes for schools in Knowsley and the Liverpool city area, including a free roadshow between each November and February.



### 2 Woburn Safari Park

Be transported to the habitats of the savannah grasslands of Africa, the forests of North America, the desert coasts of South America...and beyond! A visit to Woburn Safari Park provides children with the opportunity to get close to endangered species from around the world as they drive into the parkland reserves – home of rhinos, tigers, lions, bears, monkeys, giraffes and more – before getting up close to more wonderful wildlife on foot.

Choose your own adventure by selecting the package and cost that best suit you; all trips include an educational talk and outdoor learning session of your choosing!

For more information call **01525 290991**, email [education@woburnsafari.co.uk](mailto:education@woburnsafari.co.uk) or visit [www.woburnsafari.co.uk/school-visits](http://www.woburnsafari.co.uk/school-visits)



### 3 Colchester Zoo

Colchester Zoo is more than an award-winning family day out, it offers an inspiring backdrop for education too. Colchester Zoo provides a wide variety of engaging school sessions full of inspiring content, with direct links to the national curriculum. From art to geography, science to debating skills, there are sessions for all ages. During the workshops, learning is brought to life through the use of biofacts. Skulls, feathers, furs and taxidermy...the zoo's biofact store contains hundreds of amazing items. With the help of conservation educators, these interesting objects are used to enhance learning opportunities, inviting visitors to get up close and personal with the wonder of wildlife!

To learn more visit [colchester-zoo.com](http://colchester-zoo.com) or email [education@colchesterzoo.org](mailto:education@colchesterzoo.org)



### 4 Kent Wildlife Park

Kent Wildlife Trust is the leading wildlife charity in Kent and is expert in outdoor learning. With a passion for connecting learners with nature and offering high-quality, meaningful learning experiences, the Park brings people closer to nature, ensuring that wildlife is protected and restored for future generations. With expert tutors on hand to guide school groups, learners will explore different habitats, practise new skills and have fun whilst meeting curriculum objectives. Staff are committed to ensuring high-quality provision and have been awarded the Learning Outside the Classroom quality badge. For more information, email [education@kentwildlife.org.uk](mailto:education@kentwildlife.org.uk) or visit [kentwildlifetrust.org.uk/education](http://kentwildlifetrust.org.uk/education)

### 5 West Midlands Safari Park

If you'd like to experience a variety of unique and immersive education sessions that your students will find memorable and informative, then West Midland Safari Park may be the perfect destination for your school trip.

The Park's education team has been delivering curriculum-linked activity sessions for all age groups for over ten years. The team aims to complement learning and bring topics to life, with fun and interactive sessions that can even include involvement from some of the smaller, friendlier animals. Education sessions are delivered in the Safari Academy: a fully sustainable education centre with five spacious classrooms. Booking is easy – contact a member of the team on [education@wmssp.co.uk](mailto:education@wmssp.co.uk) or call 01299 404888.





### 6 Wingham Wildlife Park

With over 170 species, 190 talk topics (covering everything from individual species to recycling, palm oil, dinosaurs, reptiles, invertebrates, nocturnal animals, birds and much more), pre-designed itineraries, an outdoor play area, free lunch lockers and plenty of picnic areas (both open and under cover), there's not an animal-based education destination in Kent that can offer more variety than Wingham Wildlife Park. Don't just take their word for it, though – visit [www.winghamwildlifepark.co.uk](http://www.winghamwildlifepark.co.uk) for more details and to read testimonials from your fellow school teachers.



**DID YOU KNOW?**  
Wingham Wildlife Park is home to the only Moon bears in the UK – you can find Aroon and Mika in Little Himalaya behind the dinosaur zoo.



**LEARN MORE**  
Primary school teachers can choose from a variety of workshops to enhance their pupils' visit; topics include adaptation, classification and life cycles.

### 7 Sealife London

Inspirational for all ages, SEA LIFE London offers pupils the opportunity to explore the creatures that live in our rivers and oceans. They will walk in awe through Pacific Ocean tunnels, tropical rainforests and an Antarctic penguin point. Younger children's curiosity will be piqued as they become top rock pool explorers while older students can observe, first hand, ecosystems, environmental changes, evolution and marine conservation. Pupils will learn about the different oceans around the world, explore creature characteristics and differences in their adaptations to survive, and compare and contrast the life stages of mammals, amphibians, insects and birds. For more information, call 0871 663 1679 or visit [www.visitsealife.com/london](http://www.visitsealife.com/london)



## 8 Cotswold Wildlife Park & Gardens

From art to geography, science to literacy, whether you want an educational talk for your pupils or are just coming for a visit, Cotswold Wildlife Park has plenty to offer. Home to over 260 different animal species, and comprising 120 acres of stunning gardens and parkland, it is the perfect place to bring the National Curriculum to life. Your pupils can get eye to eye with giraffes, watch rhinos graze on the manor house lawns, walk with lemurs, take a ride on Bella the train or explore the adventure playground. Free coach parking is available.

For more information, call **01993 825 720** or visit [www.cotswoldwildlifepark.co.uk](http://www.cotswoldwildlifepark.co.uk)



### DID YOU KNOW?

Amazona Zoo is the main sponsor of a programme of research into the life of the Titicaca River Frog, an extraordinary amphibian from the lake of Titicaca.

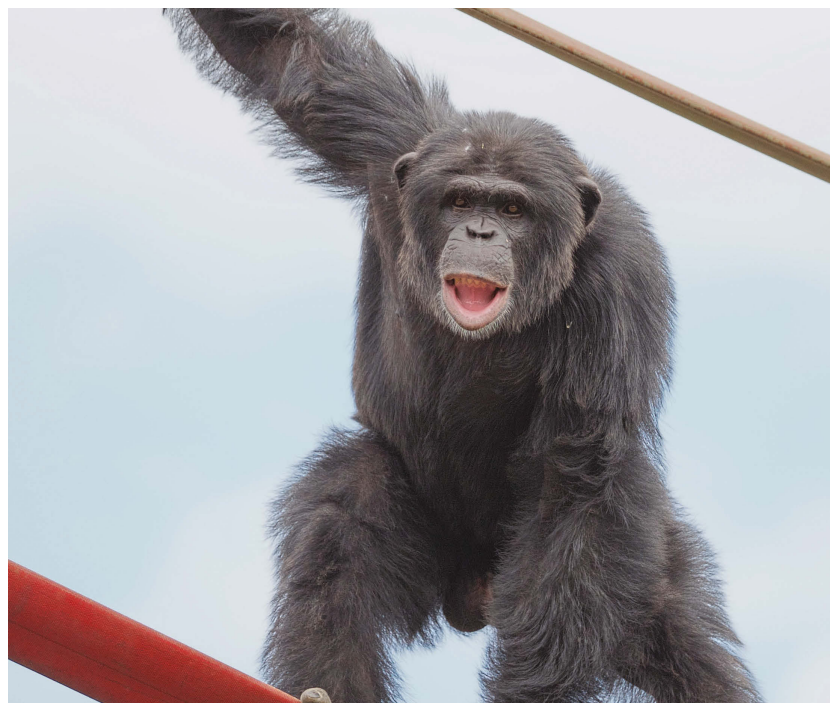
## 9 Amazona Zoo

Amazona Zoo in Cromer Norfolk is home to over 200 animals from tropical South America – from jaguars and monkeys to otters, snakes, owls, macaws and tapirs. The zoo features a 30-foot yurt for viewing educational films and other learning activities; an expansive outdoor play area, Rainforest Springs, with two large jumping pillows; and a spacious, well-equipped indoor play area, Jungle Tumbles. There are opportunities for visitors to see the animals being fed, meet the zookeepers and learn about the history of South America and the rainforest. For details, call **01263 510 741** or visit [www.amazonazoo.co.uk](http://www.amazonazoo.co.uk)

## 10 Monkey World

Whether your pupils are learning about primate rescue work, the impact of deforestation or how woolly monkeys use their tails, Monkey World's experienced education team can enhance your trip to Monkey World and support learning in the classroom. As well as curriculum-linked sessions and workbooks, Monkey World offers visitors the chance to see over 250 monkeys and apes including the largest group of chimpanzees outside of Africa, Europe's only orangutan crèche and a breeding group of woolly monkeys – all in one day!

Visit [www.monkeyworld.org](http://www.monkeyworld.org), call **01929 401 022** or email [education@monkeyworld.org](mailto:education@monkeyworld.org) for more information.





# Winning the 'WOW!'

What does an experience-first approach look like? Headteacher **Sue-Ellen Lamb** shares her bombastic MO for student engagement

**O**ne of my interview questions when I went for the headship at my current school was 'What's more important: a trip or Year 6 results?'

My answer was that there's not one that's higher than the other. Of course we need to get the results, otherwise we'd be a failing school, but to get the results we have to spark the children's imaginations. So in my view, it's crucial we make experiences a high focus and priority.

## The B of 'bang'

We try to sure we have the 'wow' trips at the start of the topic; that sets up the learning for the children to go through the rest of the half term. We want the children to lead their own learning so if we can book a trip for the start of the term, we do. It does take a lot of organising, and sometimes we have to settle for going two or three weeks into the term but we try to be super organised and get it in early to really spark their imagination. At the

end of the half term we have a showcase of their work, their books, their artwork so families can come in to look.

My school, like many in our trust, is in an area of deprivation, so it's fundamental that a focus of ours is giving children wide horizons. A lot of our families can't afford experiences. Before my time the whole school took a trip to beach...and some children had never done that. They'd never stepped on the sand. Some of them haven't ever been to a zoo.

I understand it – times are really difficult at the moment. But that's why I believe it's our job to make sure these children are

immersed in these experiences. It's

not just about the data on reading, writing and maths: it's the whole curriculum, and for the child it's that holistic approach. You can

get so much from those experiences: listening to the conversations they're having between themselves, and their enjoyment. Then when you come back to class and say 'Today we're

doing a diary entry' away they go because they have all that first-hand knowledge and experience. They want to write! When they're able to visualise something, and articulate it, it sparks their imagination. That's when their writing comes to life.

## Bringing out the big guns

Throughout the term I have children going here, there, and everywhere. Recently we had history ambassadors going down to Buckingham Palace, and kids out at Stratford on Avon being mini tour guides...It's just joyful to see children go in a coach, and the trips we do are out of the ordinary, like for example Harry Potter World. It is above and beyond. But it's just heart warming to see the looks on their little faces. It brings tears to my eyes. We've taken children into the Houses of Parliament; we're taking our curriculum ambassadors to Disney on Ice... Last year we took the arts ambassadors down to watch Frozen. As a mum myself I probably take for granted taking my children to places like that but to see the look on the children's faces when they go there, and them being able to articulate



and talk about their learning, it outweighs any doubts, it really does.

After SATs we do a residential that's fully funded. We normally go to an adventure centre but after we took our Year 6s down to London at the end of last year to see *Matilda*, I thought again. As the coach drove into London it was amazing witnessing just how excited they were to see Big Ben, and the River Thames, and the London Eye. I turned around to the team and said

'We're missing a trick here. They want to go to London? Let's do our own residential!' So that's what we're doing, planning it all ourselves. I'm very fortunate; the Trust has two primary schools in London so we'll be sleeping on their hall floors with the children (much as I'd love to check myself into a hotel I'll be on the floor too!) We're going to do the Thames, the National History Museum, pulling it all together ourselves. The children already know they're getting this trip after SATs and they're so excited.

### Making the case

Our trust is wonderful: the pillars are 'proud traditions, wide horizons and high achievement'. So, when we have our governors' meetings we talk about trips and experiences through pupil voice: the

*"The Trust has two primary schools in London so we'll be sleeping on their hall floors with the children; much as I'd love to check into a hotel I'll be on the floor too!"*

children articulate where they've been and where they'd like to go next. Because all our schools buy into idea, we all get it. It's so embedded that's it's not something we have to justify.

The experiences of the trip is woven through the school clubs we do, too. It's all about giving our children the extra. When I first came to the school it was very much 'how do we need to plan this into the term's work'. Now? My staff are just rolling with it. The teachers get so excited when

they're putting their mini showcases together at the end of the half term, and the children really lead that.

Of course we're just like any other school – we can't shy away from the cost of living and how much it's going up. Back in the day it was £500 or £600 to take a coach to London. Now it's over a thousand. Financially it's hard. I do ask for a voluntary contribution to travel but if I get it I get it, if I don't. The experiences will always be free. That's very difficult but when I set my school's budget for the next academic year I decide 'OK, how much do I want per year group for trips and experiences?' I set that to one side and then start looking at everything else. That's always my top priority.

Capturing a child's spark and imagination is everything. If we want them to write and really articulate on a topic we need to give them the wow. We need to instill that excitement into them. So however tight my budget is here at school, the wow is always absolutely top priority. Always. If we can get that right, everything else follows.



*Sue-Ellen Lamb is head teacher at Race Leys Junior School in Warwickshire,*

*part of the Griffins School Trust*

# ADVENTURE'S A THERAPEUTIC TOOL; LET'S GRAB IT

Forget bouncing back; we need our kids to 'bounce beyond', and outdoor adventure can be the catalyst says **Dr John Allan**

**A**s you run your eyes down the register each morning, how many names evoke a child desperately in need of improved resilience? Many teachers recognise the role of outdoor adventure experiences in building health and wellbeing, but the significant impact of COVID-19 has caused governments and public health institutions across the globe to join them. We've witnessed a major mental health decline in young people following the pandemic, but outdoor residential experiences could be the solution.

## Why outdoor adventure?

My 25 years in teaching, academia and outdoor learning (I have a PhD in Positive Psychology and Building Psychological Resilience through Outdoor Adventure) have taught me much about strength-based learning. Human beings are part of nature, and positive mental health and wellbeing depend upon the interconnectedness between our real-life physical encounters and opportunities to experience the natural world. Let's face it, those pre-conditions for children to thrive are far removed from lockdown, and our reliance on digital technology.

We know that taking part in outdoor adventure and being present in natural spaces should be actively encouraged among young people; it offers a solution for recovery following the biggest crisis in a generation. The Royal Society for Public Health suggests that *'youngsters experienced worse mental health and more loneliness during the pandemic than their older counterparts'*.

***"Resilience is the capability of individuals to not only bounce-back from adversity, but to bounce beyond... to face future challenges more positively with greater capacity"***

The Children's Society's Good Children Report 2022 supports this view. And now with the cost-of-living crisis contributing to the harmful downward trend in well-being, children and young people need outdoor adventure more than ever as a way out of this negative cycle.

## How does it work?

Exposure to authentic challenges in natural

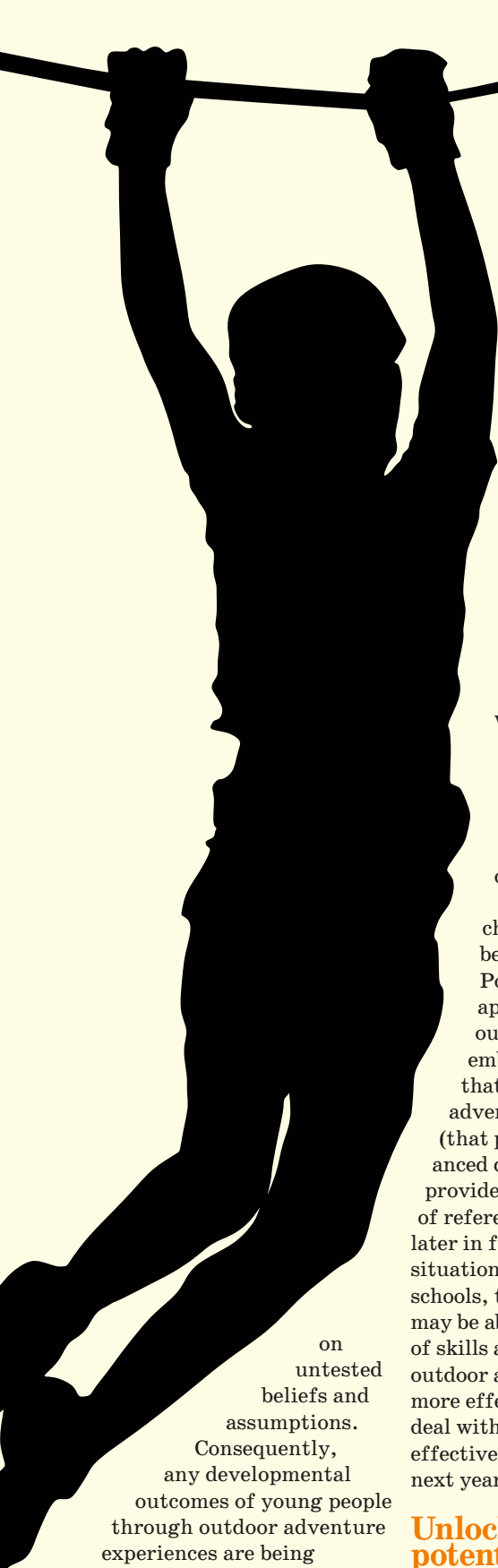
settings – which are safe places to mend, move and meet people – is essential for re-conditioning a young person's mental health, and for building resilience and self-esteem. Resilience is the capability of individuals to not only bounce-back from adversity, but to also bounce *beyond* their original position to face future challenges more positively with greater capacity. We instinctively know this;

ability to concentrate. Importantly, these benefits are more pronounced for underachievers and the most vulnerable children, especially when outdoor adventure experiences, like those provided by Kingswood, are tailored to meet their needs. Even short-term doses of nature can make a marked impact on children's mental health; just five minutes of exercise undertaken in a green space each day may be sufficient to boost their physical and mental well-being.

## What are the obstacles?

There are a number of barriers that block children's exposure to outdoor adventurous forms of play. Less than a quarter of children use their local area of nature, compared with how over half of adults behaved when they were children, mainly due to fears surrounding abduction and injury. The cost-of-living crisis is negatively impacting schools' capability to undertake crucial off-site trips, and parents and carers are being priced out of sport and physical activity – some not even being able to afford their child's PE kit. What's more, critics of outdoor learning argue that positive outcomes arising from such experiences are largely based





change that result from children's engagement in adventure. For example, building resilience in youngsters is best achieved through the use of supported risk-taking to generate positive outcomes. A shift in emphasis from challenges that are fear-based to a more growth-oriented approach aligns with residential experiences and their way of encouraging participants to feel safe, secure and cared about.

This doesn't mean children shouldn't be allowed to fail. Positive psychological approaches in outdoor adventure embrace the notion that deeply satisfying adventurous experiences (that place carefully-balanced demands on people) provide a broader frame of reference to call upon later in future challenging situations. In primary schools, this means children may be able to deploy a range of skills acquired through outdoor adventure to work more effectively with others, deal with set-backs and make effective transitions to the next year group.

### Unlocking potential

I've reported immediate and sustained increases in the adaptive capabilities of primary school children transitioning to secondary school, resulting from outdoor adventure residential programmes specifically designed to build their self-determination and wellbeing. Self-determination is the ability

## RESEARCH FINDINGS



Primary school children making educational transitions are psychologically vulnerable, requiring educational interventions to help diagnose their needs and provide induction activities that build their capabilities to achieve.



Frequent exposure to outdoor activity (OA) builds resilience, self-determination and psychological wellbeing of young people in the short- and long-term. We've also identified the most powerful active experiences within a residential programme.



In direct comparison to general OA residential programmes and schools-based induction programmes, tailored OA programmes are most effective for building psychological strengths in school children, particularly those from vulnerable groups.

of individuals to self-direct their learning, complete tasks independently, and connect with others. Within our tailor-made programmes, we've successfully collaborated with teachers to embed qualities of self-determination and the ethos of the particular school into their outdoor adventure programme design.

What does that look like? Maybe allowing children to plan some of their activities and connect learning to curriculum subjects; undertaking independent risk-taking, and reviewing natural emerging experiences. To consolidate their learning, children have been encouraged to move from describing outcomes and applying basic problem-solving (primary learning) to appraising and presenting an understanding of skills needed to achieve in secondary school.

We believe outdoor learning like this is a force for growth and for unlocking potential in children. It has significant impact upon improving wellbeing, mental health and academic learning, but it is also under threat. This is despite the fact that physical activity in outdoor settings

provides a good financial return on investment in terms of public health and educational impact. It seems there is a need to generate even more compelling evidence to validate its use. At Kingswood we're actively working with partner organisations to deliver and evaluate positive outcomes through our outdoor residential experiences which are guided by evidence-based practices. In this way, we can be integral to providing stimulating, active outdoor adventure settings in which children can build life skills that enable them to bounce-forward for a healthy, long and happy life.

on  
untested  
beliefs and  
assumptions.

Consequently,  
any developmental  
outcomes of young people  
through outdoor adventure  
experiences are being  
compromised.


### The path forward

Irrespective of barriers, there continues to be a significant amount of evidence which advocates the use of outdoor adventure experiences. It highlights the range of positive outcomes and opportunities to positively



**Dr John Allan** is head of learning and impact at Kingswood, which has

been welcoming schools to transformative trip for over 35 years.

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## EVERY MAGICAL MINUTE

# We love London!

For an unforgettable experience take a learning journey with NST, educational travel company of choice for over 35,000 group leaders

## Day 1

Arrive in the city and start by getting acquainted with the size and scale of London with a trip to the lastminute.com London Eye; have fun spotting famous landmarks! On your first evening, have a memorable evening at a West End Show; NST's dedicated Theatre Ticket Team will ensure that you have the best seats in the house.

## Day 2

Tailored to last night's show, take part in the high-energy Stage School Theatre Workshop. Designed specifically to enhance your West End experience, it teaches students skills and techniques used by professional actors. After lunch, step into the wizarding world of Harry Potter Warner Bros. Studio Tour; explore behind-the-scenes secrets of the famous film series encountering magical



'We had a brilliant time. It was great to be back in London'  
– Horton Grange Primary School

creatures! Round off your day with a delicious meal. Your dedicated tour coordinators can offer you a range of choices perfect for your groups.

## Day 3

Kickstart your day with a visit to KidZania, an interactive indoor city built especially for children to role-play real-life jobs and careers in a fun, immersive experience where they work, play, earn and learn! Head to Kensington in the afternoon to visit the iconic Victoria and Albert Museum. Spark your pupil's creativity at Young V&A\*, the

museum where children and young people can imagine, play and design.

## Day 4

Time to sit down and take in London's famous landmarks from a different perspective! On a Thames River Cruise pupils will gain insight into the many layers of history that have built up along the river, from the Houses of Parliament and Tower Bridge to The Shard and the iconic London Eye. Return home in the afternoon, tired but inspired, with unforgettable memories.

\*opening summer 2023

## { BEFORE YOUR GO }

### EXPERT SUPPORT

NST's expert team are with you all the way, from your first enquiry to on-the-ground support and 24-hour emergency assistance if it's needed.

### TAILOR YOUR TOUR

NST has over 55 years' experience in creating bespoke educational tours; let the team know your curriculum and budgetary needs and they'll create an inspiring and educational school trip.

### AWARD-WINNING TECH

Use NST's tour organiser, My Tour Manager, which gives teachers 24/7 access to school trip information. The Locate My Trip tracker provides reassurance to parents and teachers back at home.

# Bring it TO LIFE

Struggling to reanimate the past? Teachers share their history trip winners...



**“The smell of preserved deer skin is something many children will remember!”**

**Teacher Kate Munnoch took Year 3 on a ‘prehistoric Britain’ residential...**

‘Prehistoric Britain’ is a unit of learning we struggle to bring to life at school.

So, we booked an

experience package, choosing a residential visit rather than a day trip off site or a visitor to school. Because as a school we feel it’s important to provide children with immersive experiences that take them out of their comfort zone. The Mount Cook Adventure Centre is a purpose-built facility in the heart of the Peak District, with a Stone Age to Iron Age-themed residential. The Centre itself sits within a large secure area and within the site there are a range of different zones for various activities. The focus is on spending time outdoors. Many of our Year 3 children had never had the opportunity to stay away from home before, so the excitement and ‘wow factor’ was there from the get go!

The opportunity for school staff to carry out a pre-visit helped us to promote the visit to parents and carers and confirmed that the experiences the children would have were going to be extremely memorable. In terms of the added wow factor, the group leaders were dressed in authentic costumes and this instantly engaged the children, got them

interested and made them think more carefully about the focus time period. The children took part in a range of activities to help them understand more about life during the Stone Age and each activity was well-resourced and suitably equipped. I’m sure the sight and smell of real deer skin preserved in salt is something many children will remember!

School staff had purposely given very little input about the Stone Age in advance of the residential; we wanted the children to have these hands-on experiences and learn from the experts. We’ve since been able to follow up the learning at school and build on this key initial knowledge. The group leaders were knowledgeable and engaged well with the children, using questioning to develop their understanding and make them think! The children invested completely in each of the sessions and were engaged throughout.

Most of the questions I heard showed a genuine interest in the subject and a thirst for more information from our expert. I feel very strongly that the costume and the replica resources helped to steer the questions in the right direction! The children had very few pre-conceived ideas and showed an eagerness to find out more. The experiences added detail and understanding to this period of history which we would have otherwise struggled to bring to life for the children.

*Kate Munnoch is Year 3 teacher and SENCO at King Edwin Primary and Nursery School in Edwinstowe, Nottinghamshire*

**“A school trip becomes such a core memory for lots of children”**

**Teacher Ruth Wheatley rates an interactive display**

The Florence Nightingale Museum at St Thomas’ Hospital is the best history trip I’ve done. The kids loved meeting ‘Florence’; the actor was brilliant and really drew them in. The museum also has great real artefacts and dressing up clothes! What makes a great school trip? When it comes to fun vs curriculum content I think it’s a bit of both. The experience of a school trip becomes such a core memory for lots of children. It’s amazing if they are seeing a mix of content they’ve already learned so they feel like experts, but also new learning that might stick. The best trips definitely include lots of interactivity and really get the children involved.

*Ruth Wheatley teaches Year 5 at Henry Cavendish Primary in Streatham, North London*



## “It’s can be as simple as visiting your local war memorial”

Local context is key for Year 6 teacher  
Robbie Burns

For me, the underlying purpose of a school trip should be twofold: first, to take students beyond their everyday experience (Young, 2014) or second, to help them see their places and spaces with fresh eyes. One of our best trips, to our local war memorial after a local area study with an emphasis on World War Two, was the latter.

We had done loads and loads of work about war heroes from our local area; to see their names on the war memorial at the bottom of our school road totally changed pupils’ perspective on something they walked past every day.

One moment is particularly memorable. On a park bench next to the memorial was lots of graffiti. I didn’t really draw attention to it, it wasn’t rude or of concern, but one child said to me: “Mr Burns, it is so disrespectful for someone to graffiti on a bench near this special place. What must the local families think? I am going to write a letter to a local MP to tell them about this.”

This, for me, achieved the objective of our trip: to help our students see their places and spaces with new eyes. They had learned to respect their histories. They had learned about the lives that were eternalised on a symbol of peace, suffering and hardship and this had moved them to respect.

I felt my work was done. History had been taught which had changed their understanding of the present. Is that not our aim?

*Robbie Burns is a senior leader in an all-through school in the North of England*

## OUR BEST HISTORY TRIP?

- “Windsor Castle with Year 1 and the look of astonishment when they realise it’s a real castle with real guards. All eyes were on marching and overall it was a fantastic trip filled with architecture and history; past, present and future knowledge!” @527\_rani
- “Our school is going to Geevor Tin Mine in a couple of weeks after studying Cornish mining. The children (and staff!) are so excited!” @BethJulian9
- “The National Holocaust Centre near Newark is amazing; we took Year 6. The guides are wonderful and they explain everything perfectly for children to understand. They follow the journey of Leo, a Jewish boy. It fitted into our curriculum really well.” @solly\_bridget



## Day at the Museum

Headteacher Jackie Sankey loves Oxford National History Museum

The Museum itself is very impressive with its architecture and the vast number of objects contained within. The skeletons of the different animals give a ‘wow’ factor too; there’s just so much to see. The best bit? Time flies in the hour-long Evolution talk. It’s absolutely brilliant. Chris Jarvis, who delivers all the museum’s sessions for primary schools, is incredibly talented at bringing to life the evolution story with objects and drama so the children have a memorable experience. I’ve listened to it twice now and learn something new each time! The children are always captivated.

The impact of a visit is huge; many children say the Oxford museum trip is the highlight of their seven years at school. Many also go back with family members at another time. By organising a trip to go to the Pitt Rivers museum (in the same building) on the same day, the children truly have an enriched science and history experience.

*Jackie Sankey is head teacher at Harestock Primary School near Winchester*





Dundee Science Centre inspires people of all ages to explore and understand the world around them, to discover and enjoy science, while having a fun day out.

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If you are looking for a day of fun for families, schools, or community groups, whilst also learning a thing or two along the way, look no further than Dundee Science Centre.



Find out more at

[www.dundeesciencecentre.org.uk](http://www.dundeesciencecentre.org.uk) or email [staff@dundeesciencecentre.org.uk](mailto:staff@dundeesciencecentre.org.uk)



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To find out more visit [nam.ac.uk/schools](http://nam.ac.uk/schools)



# Going OUT out

Taking SEN pupils offsite has its hurdles, but happiness – ingredient X for learning – awaits says **Sue Dutton**

**I**n my early days of teaching I had sleepless nights before school trips. I'd have weird dreams about what could go wrong: getting lost and finding no entrance into a venue. Or those nightmares where you go round in circles and never get anywhere...

## Making it work

After organising and accompanying school visits for many years I don't get the dreams anymore; I get up excited for our trips out. My sons say I have the best job ever – it's not really work. I can totally understand school staff having fears and anxiety about going out of school, but once you've been out with your children it starts to get much easier, and becomes enjoyable!

At Sherbrook we go above and beyond to make sure all children can take part in off-site visits and residential. Our children gain *great* benefits from

their experiences away from the classroom, maybe activities their parents or carers can't or aren't confident to try. We've had children go home from a visit asking their parents or carers to take them back. It gives adults confidence their child will be happy in the new environment. Of course we need a lot of help on our visits out: our parents and carers come out regularly with us, which we really appreciate. We couldn't do it without them.

## Preparation is everything

Before going out on any visits we prepare the children for the experience. If the venue has a website we share it with the children, printing off pictures to show them. We also discuss the rules and expectations for the visit, so we can remind children of these once out of school. Some pupils need every step of the visit presented to them in a visual timetable. They'll

have pictures or symbols of the minibus: how to sit and put your seatbelt on; getting off the bus and what to expect when they get there. Then the whole

lot will be done in reverse on the way back. We've learnt to be careful: don't print a picture of a red minibus if you're going on a blue one. That really can upset the whole day!

We're fortunate to be situated very close to Cannock Chase, an Area of Outstanding Natural Beauty with Commonwealth war graves and the Katyn memorial to the Polish victims of a World War 2 massacre. The Chase is also rich in mining history, and we've taken groups of children mountain biking, den building, pond dipping and learning bush craft skills on the Chase.

## The extra mile

Our head teacher has been known to do a mad dash around the local supermarket on the morning of a residential, buying pyjamas, underwear and warm jumpers to make sure every child has what they need. In school we have a large stock of waterproof coats and trousers that children can borrow. We also have lots of wellies in a range of sizes. Staff often bring in fleecy tops, gloves and hats to add to our outdoor store. We've also employed additional staff when it's become apparent that a child won't be safe on an offsite visit without 2:1 staffing ratio. In those cases we've worked closely with social services to make sure the child could continue to enjoy visits out.

It can be a lot of work, but when you see the benefits of taking children out – how happy they are – it's all worth it. You'll be shattered when you get home...but happy shattered!

## SEN CHECKLIST

### Get organised...

Visit the venue beforehand – is there anything you think your pupils won't cope with? Do staff from the venue who might be leading your visit understand the needs of your class? Is suitable for physical needs?

### Maintain routines...

Routine is so important for children with additional needs so try to keep the timings the same as in school: snack time, lunch, visiting the toilet. Make sure children bring their usual snack too: parents/ carers sending something different as a treat could ruin your whole day!

### Check accreditation...

Look for a provider with a LOTC Quality Badge: they'll have a good understanding of inclusion and will offer extra information or pre-trip visits, for example for a child with autism. It'll also reduce your paperwork, making sign-off for your trip simpler.

Learn more at [Lotc.org.uk](http://Lotc.org.uk)



*Sue Dutton teaches at Sherbrook Primary in Staffordshire, a Gold LotC mark special*

*school that also acts as an LOTC hub offering mentoring and support for other schools on behalf of the Council for Learning Outside the Classroom.*

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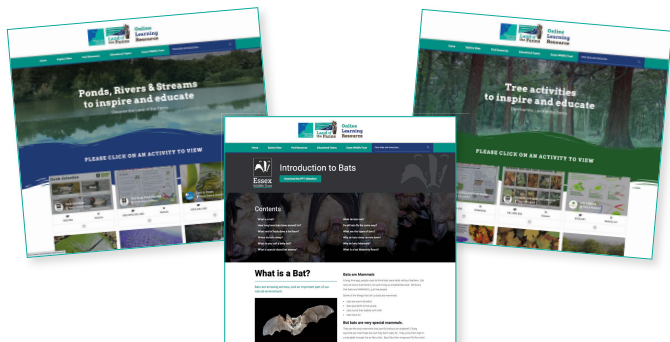
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LEGACY BODY

A new, free, easy to use one-stop online resource for teachers, home learners and parents that will encourage young people to explore and discover the great outdoors.



#### Bringing the outdoors to life

Time spent outdoors is a fantastic way to change pace, boost energy levels and bring a subject to life. Across the curriculum, the outdoors has many applications: from learning maths by measuring and counting trees, history from forgotten landscapes to science through budding-up with bugs.

#### Many different landscapes

The **Land of the Fanns** area bordering Essex and London hosts many different landscapes for young learners to explore and connect with, from woodlands to meadows, to lost eighteenth century marvels to rivers: All offering materials. It covers each key stage, marks curriculum links and pulls together resources from different providers in one place. It includes both managed and unmanaged sites and highlights where an on-site education officer or ranger may be available to lead a visit.

[www.landofthefannslearning.org](http://www.landofthefannslearning.org)



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# Now that's MAGIC

What cuts through for screen-saturated pupils? Trust a live performance to transform jaded attention spans, says **James Collins**

I was six when I saw a performance of *Oliver!* at the school where my mum worked. I'd been to the cinema before...but here it was live, happening in front of me. Something about the character of Bill Sykes really grabbed my attention. He was only played by a sixth former, but it was incredible meeting this person afterwards who I'd just seen on stage. From that day forward I wanted to work in theatre.

Fast forward to six years ago and I was just starting in this job at Wolverhampton Grand Theatre. We had an email asking if we could offer some tickets to underprivileged pupils at a primary school

in a local disadvantaged area; because we're a charity we get various grants to help us do that. We had *Gangsta Granny* on at the time, so I spoke to the company manager to ask if we could have some flyers signed by the lead actor for those students. The day of the show he said 'We can go further than that' and he arranged for the lead actor who played Gangsta Granny to meet the pupils after the show and give them a tour around the set. So after the show they got up on the stage, and met the cast, all in character. That was my first moment realising this job is incredible and what we can do for these children is just brilliant.

## Staging interventions

Seeing pupils engage with the magic of theatre – particularly when this isn't an environment they'd ever normally encounter – is one of the most incredible bits of my job. That live element of performance isn't just about drama, or the components of the script. It can inspire children to become a performer, to work in the arts, to join youth drama groups or get involved in public speaking. Before a performance you can often hear the anticipation of the pupils, especially when it's panto season. When the lights go down, the music kicks in and the pyrotechnics start with that whiff of dry

ice...it beats anything they can watch on an iPad.

Children ask the best questions. And when I take them on a tour of our theatre – the backstage areas, the stage, the pit where the musicians play – it's those groups that ask the most questions that have the best time. It's always great with primary schools because when they get to meet cast members – who've always had a chance to get changed out of costume – they often speak to them as if they're the real characters. It takes the actors by surprise and makes them think on their feet... but it's about belief, isn't it? Those pupils completely believe in the characters they've seen on stage.

## Making magic

We do a relaxed performance of the panto for those that might feel a bit overwhelmed by the loud sounds and lights. Everything's toned down, so we have the sound down, the lights lower, pyrotechnics taken away and the doors open so people can just come and go...but it doesn't lessen the impact. A performance of *Aladdin* we put on had a particularly impressive magic flying carpet effect,







so I sat in on a relaxed performance to see how it landed with the pupils. As the flying carpet took off it just wowed everyone – students and adults – and in that moment the response from that room was just incredible. It bought tears to the eyes of everyone involved with putting the show on. It was just amazing; for a few moments it was as if those children were seeing a real flying carpet. The fact those pupils were those who wouldn't normally want to engage with a performance made it all the more special.

Of course lots of schools can't afford to visit, so taking theatre into schools too is a big part of what we do. We toured our panto for three weeks in October, because it's become so popular. It's an incredible way to take theatre to pupils who don't get to come to us. That experience of engagement is so precious. We put on an intro to panto, with a half-hour workshop that explains the singing, the jokes, the traditions... and then our performers do a 40-minute version of the pantomime. Our membership – the Friends of the Grand

***“When the lights go down, the music kicks in and the pyrotechnics start with that whiff of dry ice... it beats anything pupils can watch on an iPad”***

– put money into the tour so we can keep costs low for schools (most wouldn't be able to afford it without that funding) and it was a very proud moment when the chair came to watch. He said “There will be a couple of children here that will be utterly inspired today and will remember this moment when they go on to a career in theatre.”

### **Leading inclusion**

We're at the heart of our community; we're not only here to put shows on but also reach people. ‘Inspire with the magic of theatre’ is one of our mission statements. Being a resource for everyone means we do a lot of accessible shows: audio-described, BSL

interpreted, and the relaxed performances. This is for everyone in the community.

For visually-impaired people we can arrange a touch tour, bringing them up onto the stage so they can touch some of the set and the props. We use an audio describer who sits in a booth under the stage describing what the costumes look like, and during the performance add to the dialogue and music with headphone commentary of what's happening live on stage. It's never pre-recorded because every performance is a live event and will be slightly different. Anything can happen in live shows! It means we can offer a visualisation of what's happening on stage. We

### **WATCHING A SHOW AT YOUR LOCAL THEATRE? WHY NOT...**

#### **Ask for a tour**

The majority of schools visit their theatre to watch a show, but ask if it's possible to have a tour beforehand, too. We had a group recently that made a day of it – having a tour in the morning, settling down with their packed lunches and then watching the matinée performance.

#### **Build local history links**

There's a lot to the history of many theatres – it's something our tours always cover. For me it's a case of making sure pupils leave knowing things about this local resource that they didn't have any idea about before they arrived.

#### **Highlight opportunities**

School groups are always surprised how diverse the roles are in a theatre, from the box office staff to marketing to prop making to the access department which allows the theatre to be inclusive for all people.

even have trained staff for looking after guide dogs during a loud show.

It's about thinking of everything to make sure everyone's experience of the theatre is a really beneficial one. It's a real privilege to be able to offer that to our local schools and their pupils.



**James Collins is outreach manager – creative learning**

**at Wolverhampton Grand Theatre.**

@wolvesgrand

[grandtheatre.co.uk](http://grandtheatre.co.uk)

## 5 OF THE BEST

# DAY TRIPS

There's so much to discover and do beyond the classroom – why not take a transformative outing to...

## 1 KidZania London

Visit KidZania London in Westfield, Shepherd's Bush and your pupils will discover experiential learning at its best. KidZania is the indoor city for kids with endless, exciting, real-life career activities. These role play opportunities are designed to link back to the curriculum across PSHE, literacy and STEM. KidZania also runs unique educational events throughout the year to bring careers learning to life, like the popular Parliament Week, STEM Week and its Careers Fair.

Prices start from £10 per student.

Email [schools@kidzania.co.uk](mailto:schools@kidzania.co.uk) or visit [www.KidZania.co.uk/education](http://www.KidZania.co.uk/education) to book today!

### TRY THIS!

There are a host of activities for children aged four upwards at KidZania – from preparing food in the Burger Shop to flying at the Aviation Academy.



### STAY AND PLAY

If you have children aged under eight in your group, they'll have sackloads of fun in 'Sorted!', the museum's miniature, mail-themed world.



## 2 The Postal Museum

The Postal Museum offers an award-winning learning experience for your school. Five interactive galleries reveal stories from 500 years of communications innovation through the post. Delivered by engaging facilitators, educational workshops, storytelling and science shows bring history alive for all key stages and support learning across the curriculum. Highlights include 'Ride Mail Rail' – take your class on a specially made underground train through the original tunnels of the Post Office railway.

For more information, call 0300 0300 700 or visit [www.postalmuseum.org](http://www.postalmuseum.org)





### 3 Lee Valley

Get your class outdoors with a trip to a 10,000 acre classroom in Lee Valley Regional Park, spanning London, Essex and Hertfordshire. The learning service provides real-world experience of topics on the KS1 and KS2 curriculum – immerse pupils in the history of the Stone Age, help them discover the natural world, or teach mindfulness practices in the outdoors.

Looking for something more? The forest school programme is available in six-week blocks for children to develop physical and social skills, and in-school programmes are also available. Find a day out with a difference at [visitleevalley.org.uk/learning](http://visitleevalley.org.uk/learning)

### 4 Flambards Theme Park

Flambards Theme Park can be found in Helston, Cornwall and combines a wide range of rides with indoor recreations of different historical eras, including educational experiences aimed specifically at schools. The latter include a life-size Victorian village featuring 50 explorable locations and a 'Britain in the Blitz' attraction – schools can book 'living history characters' to help bring these to life, for example, an Air Raid Patrol warden. Meanwhile your thrillseekers will enjoy the Skyraker (pictured) and experience up to 3G with the giant white-knuckle experience that is 'Sky-force'...

To find out more, call **01326 573 404** or visit [www.flambards.co.uk](http://www.flambards.co.uk)



### 5 Cadbury World

With over 30 years' experience and more than 2,000 school groups attending each year, Cadbury World offers unique educational experiences that provide a fascinating insight into the nation's favourite chocolate brand. With an assortment of interactive chocolatey zones to explore and a variety of informative curriculum-linked talks and workshops, including a brand-new creative language workshop for KS2 pupils, Cadbury World is the perfect day out for school groups. Visits are currently available from £9.20 per pupil for school groups. For more information and to book your trip, please visit [tinyurl.com/tp-Cadbury](http://tinyurl.com/tp-Cadbury)





# 7 SCHOOL TRIPS

## *you might not have considered*

Like to head off the beaten track?  
We have just the destinations for you...



1

### BANG BANG

Discover the explosive history of Britain's war and peace at the Royal Gunpowder Mills, Essex. Trips cover Victorian life, the home front and rockets.  
[royalgunpowdermills.com](http://royalgunpowdermills.com)

### 2 COMPUTER SAYS YES!

Stun pupils with both modern tech and the kind of ancient relics that populated your own childhood classroom at Cambridge's Centre for Computing History.  
[Computinghistory.org.uk](http://Computinghistory.org.uk)



3

### A BUG'S LIFE

Visit entomologist Dr Sarah Beynon's Pembrokeshire bug-zoo-come-research centre. You'll meet exotic and native insects in the visitor centre, fields, and even in the café!  
[thebugfarm.co.uk](http://thebugfarm.co.uk)

4



### STRAWBERRY FIELDS FOREVER

Dive into an immersive retelling of John Lennon's life – with interactive lights and music – at a site that inspired one of his greatest hits.  
[strawberryfieldliverpool.com](http://strawberryfieldliverpool.com)



### 5 WATER GREAT DAY OUT

Poo! Wee! Stuff we're not supposed to put down the sink but do anyway! Severn Trent's Derbyshire education centre tackles all this and more.  
[stwater.co.uk/kidszone](http://stwater.co.uk/kidszone)

### ALL ABOARD

Meet the good, the bad and the frankly slightly ugly toys that made a Victorian childhood. Brighton's Toy and Model Museum has topics for EYFS and Key Stages 1 and 2.  
[Brightontoymuseum.co.uk](http://Brightontoymuseum.co.uk)



6

7



### DON'T PANIC...

Ready to go a bit meta? Step into a Cornish replica of a London street in Blitz era Britain, where shaking floors and sirens give the authentic feel of a nation at war.  
[flambards.co.uk](http://flambards.co.uk)





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**We are the Go-To-Guide for families.**

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**Sarah, Chichester**

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Visit website for a full list of pricing and calendar availability. Workshops available to book online at an additional cost.